DOCUMENT RESUME

ED 249 342 AA 001 131

Resources in Education (RIE). Volume 20, Number 3.
Educational Resources Information Center (ED/NIE), Washington, DC ; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 249 343 CE 039 023

DOCUMENT RESUME

ED 249 355 CE 039 761

Cheek, Jimmy G.; McGhee, Max B.
Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Ornamental Horticulture Component. A Report of Research.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
PUB DATE- Apr 83
NOTE- 43p.; For related documents, see ED 230 768-773 and CE 039 759-760.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agribusiness; *Agricultural Education; *Competence; Competency Based Education; Criterion Referenced Tests; Farm Occupations; Item Analysis; Item Banks; *Ornamental Horticulture; Outcomes of Education; Program Effectiveness; Program Improvement; Secondary Education; *Test Construction; *Test Items; *Vocational Education
IDENTIFIERS- Florida

The central purpose of this study was to develop and field test written criterion-referenced tests for the ornamental horticulture component of applied principles of agribusiness and natural resources occupations programs. The test items were to be used by secondary agricultural education students in Florida. Based upon the objectives identified in the "Applied Principles of Agricultural Occupations Curriculum Guide," a list of competencies was compiled. The list was reviewed and modified by a group of teachers, Florida Department of Education regional consultants for agribusiness, and University of Florida faculty at a workshop in 1980. Using the competency statements developed, test items were developed for each competency statement. Items were reviewed and revised by teachers, regional consultants, and University faculty members. The instrument was field tested by administering it to groups of students who had completed applied principles of agribusiness and natural resources occupations programs. As a result of the project, a list of specific competencies and an item bank of multiple choice test items with an answer key was published. Criteria for item selection were developed, based on

DOCUMENT RESUME

ED 249 368 CE 039 788

Ashley, Bart
The People Program--Parenting and Stress Education in an Industrial Setting.
PUB DATE- Nov 84
NOTE- 7p.; Presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Day Care; Day Care Centers; Employer Attitudes; *Employer Employee Relationship; Extension Education; *Industry; Parent Child Relationship; *Parent Education; Postsecondary Education; State Programs; *Stress Management
IDENTIFIERS- Kentucky

The People Program is an educational effort being conducted at 20 worksites throughout Kentucky with more than 4,000 employee contacts. Part 1 of the People Program consists of a series of six 15-minute programs discussing problems experienced by parents of young children, and presented to them during their lunch break. Two main themes are stressed throughout the series: (1) selecting quality care for children while parents work and (2) strengthening parent-child relationships and making the most of their time when the family is together. Part 2 of the People Program is a series of four 15-minute sessions presented during the lunch break for employees with teenaged children. This series explores such areas as peer pressure, communication, self identity, and handling parent-teen conflicts. The success of these programs stems from the companies' recognition that these programs are feasible and not a waste of time or cost to the company, are strictly voluntary, do not interfere with productivity, are conducted in a minimum of time during the lunch break, tend to improve employee-employer relationships, and tend to reduce employee absenteeism related to child-care arrangements. Management and employee pre- and posttests and evaluation forms showed very favorable responses. Part 3 of the People Program deals with occupational stress management, and is designed for supervisory and management personnel. This newest component has also been highly rated by participants. The People

DOCUMENT RESUME

ED 249 381 CE 039 831

Keeton, Martha; And Others
Agribusiness/Natural Resources Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 159p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Occupations; Agricultural Production; Behavioral Objectives; Career Exploration; Classroom Techniques; *Competency Based Education; Farm Occupations; Forestry; Fuels; Instructional Materials; Junior High Schools; Learning Activities; Lesson Plans; Livestock; *Mining; *Natural Resources; Nursery Workers (Horticulture); Ornamental Horticulture Occupations; Petroleum Industry; State Curriculum Guides; Student Needs; Teaching Methods; *Vocational Education
IDENTIFIERS- Kentucky; Special Needs Students

This instructor's manual consists of materials for use in introducing middle and junior high school students to job requirements and career opportunities in the areas of agribusiness and natural resource exploration. Included in the first part of the manual are a program master sequence, a listing of various agricultural and mining occupations organized according to job family, and an overview of the competency-based vocational education (CBVE) instructional system for the practical arts. The major part of the publication comprises instructor's guide sheets and student task assignment sheets. Provided on each of the guide sheets are a task title, an objective, a discussion of attitudes and values to be developed through the task, an instructor's final checklist, one or more check-out activities, notes and suggestions for the teacher, a listing of references and special tools and equipment, and information to be presented to students. One or more

DOCUMENT RESUME

ED 249 393 CE 039 843

Keeton, Martha; And Others
Marketing and Distribution Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 422p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrators; Behavioral Objectives; Career Education; *Career Exploration; *Competency Based Education; Course Descriptions; *Distributive Education; Junior High Schools; Learning Activities; *Marketing; Merchandising; *Practical Arts; Salesmanship; *Sales Occupations; Sales Workers; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; Vocational Education
IDENTIFIERS- Kentucky; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in marketing and distribution occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of marketing and distribution occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these guide sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include a list of practical arts videotapes, a list of references appropriate for career exploration, and ideas for addressing students with special needs. The 41 student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities,

DOCUMENT RESUME

CG

ED 249 409 CG 017 728

Chastain, Robert L.; Reynolds, Cecil R.

An Analysis of WAIS-R Performance by Sample Stratification Variables Used during Standardization.

PUB DATE- Aug 84
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Demography; Educational Attainment; *Intelligence Tests; Occupations; *Performance Factors; Place of Residence; Racial Differences; Sex Differences
IDENTIFIERS- *Standardization; *Wechsler Adult Intelligence Scale (Revised)

Intelligence quotient (IQ) differences among groups according to sex, and demographic and other variables have been explored for a variety of intelligence tests. This investigation analyzed data from the standardization sample for the 1981 Wechsler Adult Intelligence Scale-Revised (WAIS-R) to determine the relationship of WAIS-R IQs to the demographic variables upon which the sample was stratified. The sample was made up of 1,880 adults stratified according to sex and age (equal numbers of male and females within nine age groups), race, occupation, urban-rural residence, geographic region, and education. There were 1,664 whites and 216 nonwhites. The nonwhites included 192 blacks and 24 persons from other nonwhite groups. Means and standard deviations were computed, compared, and reported for verbal, performance, and full scale IQs. The differences on mean IQs due to sex, urban-rural residence, and geographic regions were slight. However, there were substantial

DOCUMENT RESUME

ED 249 424 CG 017 743

McDonald, Jessyna M.
To Be Old, Gifted, and Black...Untapped Resources.
PUB DATE- 20 Mar 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Western Gerontological Society (30th, Anaheim, CA, March 17-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *Blacks; *Community Resources; *Community Services; Gerontology; Human Resources; *Older Adults; Role Models; Social Services

The population of older black Americans is a growing, underutilized resource. Research on the status of older black Americans suggests that race is among the major factors influencing economic status and social mobility. Recent census data and projections confirm that to be old and black is a liability rather than an asset. As this population lives longer, increasing concern for their physical and emotional well being is justified. However, although current trends and projections reflect a pessimistic view of the future, the fact that older black Americans have survived and coped with barriers to economic and social mobility leaves room for optimism. They can use their survival skills to help alleviate current problems within their communities. In light of dwindling financial resources, unique and alternative service delivery models must be developed. Service providers must become proactive advocates for the community. Based on their unique and creative survival skills, black elderly individuals can be used as advisors, consultants, instructors, counselors, leaders, and technicians in peer support, family support, and community support service roles. Such service would promote opportunities for self-help and community integration of the black elderly through meaningful roles. (A figure detailing the resource support systems model for black elderly is included.) (BL)

DOCUMENT RESUME

ED 249 439 CG 017 759

Moreland, Richard L.; Levine, John M.
Role Transitions in Small Groups.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.;
National Science Foundation, Washington, D.C.
REPORT NO.- LRDC-1984/27
PUB DATE- 84
NOTE- 18p.
GRANT- NSF-BNS-8104961
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Change; Decision Making; *Group Behavior; Group
Experience; *Group Membership; Models; *Role Perception;
Socialization; *Stress Variables
IDENTIFIERS- *Role Transition; *Small Group Communication

This paper analyzes role transitions in small groups within the context of a more general model of group socialization that is based on the psychological processes of evaluation, commitment, and decision making. The major advantage of such an approach is that it specifies why role transitions in small groups occur. According to the model, groups and individuals change their role relationship when their levels of commitment, which are based on evaluations of readiness, cross their respective decision criteria. By examining different patterns of group and individual decision criteria and commitment levels, it is possible to differentiate various sources of strain associated with role transitions (e.g., mutual unreadiness, differential readiness, and mutual readiness), and to suggest ways in which the group and the individual might reduce such strain. This model of group socialization also may prove useful in clarifying related issues, e.g., sensitivity to strain, role transitions across external and internal group boundaries, and differential strain associated with positive and negative role transitions. (BL)

DOCUMENT RESUME

ED 249 454 CG 017 774

Kirschner, Tammy J.; Sedlacek, William E.
Sex Differences in Student Sexual Attitudes and Behaviors: A Ten Year Comparison. Research Report 7-83.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 83
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Behavior Standards; Cohort Analysis; *College Freshmen; Higher Education; *Sex Differences; *Sexuality; *Student Attitudes
IDENTIFIERS- University of Maryland College Park

There is a need for systematic comparisons and replications of research on questions concerning students' sexual behaviors and attitudes. To examine whether or not students' attitudes and behaviors toward sex and sex-related issues changed over a decade, 435 incoming freshmen in 1973 and 460 freshmen in 1983 were administered an anonymous questionnaire assessing their sexual behaviors and attitudes. Seven major patterns of results were found. These included: (1) an increase in rates of premarital intercourse; (2) a decrease in sex differences in rates of intercourse, with this decrease primarily reflecting increased rates among females; (3) no change in students' personal and sexual codes; (4) a movement toward a more conservative standard for female sexual behavior; (5) a tendency for less awareness of campus resources; (6) a more conservative view of abortion in 1983; and (7) fewer students viewing homosexuality as an illness in 1983, accompanied by less willingness to disclose one's own homosexual preferences. The findings indicate that sexual identity is an important developmental issue for college students. (BL)

ED 249 455 CG 017 775

DOCUMENT RESUME

ED 249 469 CS 007 798

Larrabee, Marva J.

A Challenge for Third-World Education: Changing Male/Female Literacy in Pakistan.

PUB DATE- Apr 84

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Basic Education; Birth Rate; *Developing Nations; Educational Finance; Educational Objectives; *Educational Planning; Educational Policy; Educational Strategies; Elementary Education; *Illiteracy; *Literacy Education; *Measurement Techniques; Politics of Education; *Womens Education

IDENTIFIERS- *Pakistan

Noting that the formal education system in Pakistan has failed to make an impact on the nation's literacy rate, this paper reviews efforts since 1955 to improve education and adult literacy education and discusses reasons why these programs have not met most of their goals. The first portion of the paper presents an evaluation of the impact of primary level education on literacy rates and summarizes the aims and results achieved for each five-year planning period from 1955 to 1975, giving particular attention to the issues of underfunding and the failure of increases in primary school enrollments to keep pace with the annual increase in population growth. The second portion of the paper evaluates the impact of the adult literacy program and criticizes these efforts for being too small in magnitude, failing to motivate participants, and lacking educational research, materials, and teaching methods for adults. In addition, this section discusses the National Literacy Programme, a comprehensive national plan to be in operation from 1983 to 1993, which has as a major goal the reduction of female illiteracy, a culturally induced phenomenon that devalues education for women and has kept their participation in literacy programs to a minimum. An analysis of the program's strengths and weaknesses follows, with an emphasis on the

DOCUMENT RESUME

ED 249 484 CS 007 836

Reeve, R. A.; Brown, A. L.
Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Department of Education, Washington, DC.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 33p.
CONTRACT- 400-81-0030; 00840068; HD05951
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; *Educational Theories; Elementary Secondary Education; Evaluation Methods; *Intervention; *Learning Disabilities; *Metacognition; Problem Solving; Reading Research; *Research Methodology; *Research Needs

There is little doubt that intervention research based on metacognitive principles has been remarkably successful in improving children's performance on a range of academic tasks. However, to build on this success, at least three modifications need to be made in the way metacognition is usually thought about. First, more attention needs to be given to the developmental issues pertinent to intervention research, and especially to understanding the factors affecting the emergence of the conscious self-regulation of thought. Second, fundamental insights into the nature and development of metacognition require an understanding of the transition from other-regulated to self-regulated thought. Third, researchers should focus on the interaction between metacognitive processes and other self-evaluation issues. In addition, metacognitive training needs to emphasize the importance of social interactions, to treat children as coinvestigators in intervention, and to consider that children of different ages and abilities will be at different phases in the development of metacognitive skills. (FL)

DOCUMENT RESUME

ED 249 499 CS 208 589

Lansing, Margaret L.
Computers in Composition: A Bibliography of Research and Practice.
PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Computer Software; English Instruction; Higher Education; Humanities; Microcomputers; *Revision (Written Composition); Secondary Education; *Word Processing; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- *Rhetorical Invention; Software Evaluation

Designed to help classroom teachers discover how to use computers effectively in teaching writing, this annotated bibliography contains citations of articles that have appeared in education journals, books, and the ERIC system. Among the topics covered in the more than 50 articles cited are the following: (1) feedback programs for individualized analysis of writing; (2) computers, creativity, and composition; (3) word processing as an aid to revision; (4) software applicable to the needs of student writers; (5) research on word processing that is relevant to the teaching of composition; (6) computing as a mode of invention; (7) the computer as stylus and audience; (8) selecting microcomputer software for the teaching of English; (9) problems of computer assisted instruction in composition; (10) computers and essay grading; (11) textual analysis with computers; (12) computer aided review lessons in English grammar and spelling; (13) computers and poetry; (14) hypothesis testing with computer assisted instruction; (15) computer applications for humanistic education; and (16) teaching stylistic simplicity with a computerized readability formula. (FL)

ED 249 500 CS 208 590

DOCUMENT RESUME

ED 249 513 CS 208 606

Christensen, Linda, Ed.; And Others
A Guide to Teaching Self/Peer Editing.
Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
NOTE- 35p.
AVAILABLE FROM- Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methoos/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; *Editing; Learning Processes; *Peer Evaluation; *Revision (Written Composition); *Self Evaluation (Individuals); Student Role; Teacher Role; *Writing Evaluation; Writing Improvement; *Writing Instruction
IDENTIFIERS- National Writing Project; Theory Practice Relationship; *Wisconsin Writing Project

Designed to help teachers use peer and self editing as learning devices, this booklet offers techniques that can work in all disciplines. The first major section of the booklet discusses editing decisions and the writing process, presenting charts that depict some of the steps writers follow in the prewriting, writing, and rewriting stages. The second section offers procedures for teaching peer and self editing, and the third provides suggestions and cautions to consider while planning peer editing training. The fourth section contains sample assignments for use at the elementary, middle grade, and high school levels. Appendixes contain lists of additional resources and a sample checklist for use in peer editing. (FL)

DOCUMENT RESUME

ED 249 528 CS 208 622

Allen, Paula Gunn, Ed.
Studies in American Indian Literature: Critical Essays and Course Designs.
Modern Language Association of America, New York, N.Y.
REPORT NO.- ISBN-0-87352-355-5
PUB DATE- 83
NOTE- 384p.
AVAILABLE FROM- Modern Language Association of America, 62 Fifth Ave., New York, NY 10011 ($13.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; *American Indian Studies; Course Content; Course Descriptions; Curriculum Development; Higher Education; *Interdisciplinary Approach; *Literature Appreciation; North American Literature; Oral History; *Thematic Approach

Written to address critical problems that arise in the study of American Indian literature, the essays in this volume feature critical studies that explain or make use of basic themes, motifs, structures, and symbols found in traditional and modern American Indian literature. In conjunction with the essays, the book provides a wide range of basic course designs. The volume includes the following general categories: oral literature; personal narrative, authobiography, and intermediate literature; American Indian women's literature; modern and contemporary American Indian literature, and the Indian in American literature. A section on resources concludes the document. It includes: "American Indian Literatures: A Guide to Anthologies, Texts, and Research" (A. LaVonne Brown Ruoff); a list of selected periodicals and special issues of periodicals; a list of selected presses; and a list of works cited. (HOD)

DOCUMENT RESUME

ED 249 543 CS 504 702

Schneider, Michael J.; And Others
An Empirical Investigation of Media Program Preferences and Tastes.
PUB DATE- Apr 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 27-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age Differences; *Attitudes; *Audience Analysis; Educational Background; Family Influence; Mass Media Effects; *Media Research; Music; News Media; *Programing (Broadcast); *Radio; Sex Differences; *Television; Television Viewing
IDENTIFIERS- *Media Use

Approximately 600 telephone interviews were conducted in a study that investigated attitudes toward television and radio programs and program preferences of different audience groups. Findings indicated that younger subjects tended to like rock music and were more concerned with international news than were older subjects. Little difference was found between males and females in general news consumption, but males reported listening to business or agriculture news more than females. Females rated soap operas more highly than did males, with 40% of the males giving such shows the lowest possible rating. Females also were more negative in their general assessment of television programing than were males. Less educated subjects reported watching more television and had more positive attitudes toward game shows and action/adventure shows than did more educated subjects. They also reported less liking for folk music, classical music, and international news, and more liking for country music than other groups. College graduates tended to like folk music more than did other groups, while the effect for classical music seemed to be due largely to very positive attitudes of postgraduate students. (FL)

DOCUMENT RESUME

ED 249 558 CS 504 717

Gordon, Ronald D.
Physiological-Cognitive-Emotional Responses to Defense-Arousing Communication: Overview and Sex Differences.
PUB DATE- 83
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arousal Patterns; Behavioral Science Research; Behavior Patterns; *Cognitive Style; College Students; *Communication Research; *Emotional Response; Psychophysiology; *Self Disclosure (Individuals); *Sex Differences; *Student Reaction
IDENTIFIERS- *Defensiveness

A 328-item checklist, suitable for the self-reporting of responses to any stimulus event, was administered to 107 upper division college students in an attempt to investigate the physiological-cognitive-emotional responses to defense arousing communication and to discover a greater range of the key features of the phenomena of "defensiveness." After being given a core description of "defensiveness" consisting of 66 items, respondents were asked to mark each item in the "true" column that applied to their experience when in a state of defensiveness. (Defensiveness was described as an event aroused by perceived threat and characterized by reports of physiological hyperactivation, tension, discomfort, moving against the other, estrangement, affective preoccupation, and cognitive confusion.) Results suggested that females were more likely than males to report an awareness of inadequacy-related cognitions and sensations in a defense-arousing communication climate, and a greater likelihood of flight-type responses, while males were more likely to report fight-type responses. (HOD)

ED 249 559 CS 504 718

DOCUMENT RESUME

ED 249 573 EA 017 082

Marshall, David; Newton, Earle

Critical Decisions in the Professional Preparation and Development of School Administrators in Developing Areas. A Discussion Paper Prepared for the CASEA section of CSSE (Vancouver, BC, Canada, June 5, 1983).

PUB DATE- 5 Jun 83

NOTE- 48p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrative Principles; Administrator Education; Administrator Role; Administrators; Administrator Selection; *Developing Nations; Educational Administration; Elementary Secondary Education; Foreign Countries; *Management Development; *Professional Education

The professional preparation received by school administrators in developed countries is not necessarily appropriate for administrators in developing areas. There is little disagreement over the need for specialized training for these administrators, but decisions remain to be made concerning the types of training to be selected and the delivery systems to be used. Three administrative skill areas can be identified: technical and operational maintenance skills (those used in developed areas may be transferable to developing areas, with caution); human relations skills (largely untransferable); and conceptual/analytical skills (not yet adequately defined or identified). Training should take place at both the preparatory and ongoing development levels. Inservice and related programs seem best for technical skill training, graduate coursework best for conceptual skill training, and a cooperative approach by universities and local operating agencies best to develop human relations skill training programs. Significant research must be done to determine the needs and current practices of administrators in developing areas, and to establish appropriate theoretical frameworks. (PGD)

DOCUMENT RESUME

ED 249 587 EA 017 112

Good, Thomas L.
Research on Teacher Expectations.
PUB DATE- Jun 84
NOTE- 15p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Classroom Communication; Classroom Environment; Elementary Secondary Education; Feedback; Reinforcement; *Student Attitudes; *Teacher Behavior; Teacher Effectiveness; *Teacher Influence; *Teacher Response; *Teacher Student Relationship; Teaching Styles

This paper reviews significant research findings from the past 10 years which demonstrate that teachers' attitudes, expectations, and behavior have significant practical effects on student achievement. Although causes of differential interaction are not definitely established, it is clear that many teachers vary sharply in their interaction patterns with high- and low-achieving students. Explanations for this differential teacher behavior include the complexity of the classroom setting; the ambiguous nature of student performance, teachers' beliefs about causality (their ability to cause or to influence student performance); and the feedback pattern of expectation, interpretation, and student behavior. Recent research also suggests that variations in different teachers' behavior toward low-achieving students may encourage student passivity as a consequence of role confusion. There is also evidence that students may be adversely affected by grouping according to ability, which often results in social contexts not conducive to learning. Research on the influence of student behavior, perceptions, and self-perceptions of classroom learning is also reviewed. The way students interpret teachers' behavior, their own ability, and learning activities may have effects on classroom learning that are quite independent of teachers' actual intentions or perceptions. (TE)

DOCUMENT RESUME

ED 249 601 EA 017 149

Hawkins, Joseph A., Jr.; And Others
A Survey of MCPS Personnel on Student Behavior and Discipline.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- Sep 83
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Skills; *Discipline; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; Parents; Questionnaires; *School Surveys; Staff Role; *Student Behavior; Suspension; Teacher Behavior; *Teacher Student Relationship; Truancy
IDENTIFIERS- Montgomery County Public Schools MD

This survey of Montgomery County (Maryland) Public Schools was done to answer the following four questions about student discipline: (1) To what extent is student discipline perceived to be a problem? (2) What are the perceived causes of student behavioral and discipline problems? (3) How are the schools planning and administering discipline? and (4) How do schools enforce discipline and how effective are the approaches? The staff of 27 randomly selected schools and a limited number of parents were surveyed. The findings show that discipline is not seen as a significant problem and that where a discipline problem exists, it is limited in scope and severity. The three major causes of misbehavior identified in the survey are (1) inability of students to perform satisfactorily, (2) disrespect for authority, and (3) inability of teachers to effectively communicate with some students. The survey also found that schools follow existing discipline policy closely and feel it to be effective. Administrators agreed in their ratings of the effectiveness of seven common disciplinary actions used by the schools. They gave the highest ratings to "formally reporting a student to the principal" and "calling a student's parent or guardian." The responses of the parent sample were similar to those of school staff. The survey found that the district need not overly concern itself with discipline issues. Included are three extensive appendixes of the data collected in the survey. (MD)

DOCUMENT RESUME

ED 249 616 EA 017 177

Chand, Krishan
Superintendent-Community Relationship in the United States and Alaska.
PUB DATE- Aug 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Community Attitudes; *Community Relations; Community Role; Elementary Secondary Education; *National Surveys; Politics of Education; Public Relations; *School Community Relationship; *Superintendents
IDENTIFIERS- Alaska

A national study of superintendents reveals that most superintendents (89.6 percent) consider their relationship with the community to be very important, and most (63.5 percent) spend a great deal of time on that relationship. There is a positive correlation between the importance superintendents assign to their relationship to the community and 24 task variables. A study in Alaska revealed that all (100 percent) superintendents surveyed consider their community relations very important and that most (60.8 percent) spend much time maintaining these relations. In Alaska there is a positive correlation between the importance superintendents assign to their relationship with the community and six task variables. Personal experiential variables (age, race, sex, etc.) appear to have no effect on the importance the superintendents assign to their relationship with the community, or how much time they spend on it, in either the nationwide or the Alaskan study. The paper provides a list of 15 strategies for community relations to be used by superintendents, 12 tables, and a short bibliography. (MD)

ED 249 617 EA 017 178

DOCUMENT RESUME

ED 249 631 EA 017 197

Duke, Daniel L.
Decision Making in an Era of Fiscal Instability. Fastback 212.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-212-7
PUB DATE [illegible]
NOTE- 42p.; Publication of this fastback was sponsored by the Southern Connecticut State University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publications Sales, Phi Delta Kappa Educational Foundation, Eighth Street & Union Avenue, Box 789, Bloomington, IN 47402 ($.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Boards of Education; *Budgeting; Costs; *Decision Making; Declining Enrollment; Dismissal (Personnel); Educational Facilities Planning; *Educational Finance; *Educational Planning; Efficiency; Elementary Secondary Education; Expenditures; Financial Problems; Leaves of Absence; Property Taxes; *Reduction in Force; *Retrenchment; Teacher Morale; Teacher Retirement; Textbooks
IDENTIFIERS- Michigan; Oregon

How schools weather budget reductions shows the difference between effective and less effective school systems. Policymakers' response to reductions depends on an array of factors: general economic conditions, access to data about future trends, community expectations and "myths," past records of school effectiveness, local education leadership, and previous levels of local funding. Since so many options are available, retrenchment decision-making is likely to be highly politicized. How decisions are made can be as crucial as the decisions themselves. A scheme for decision-making is described that includes six areas: (1) how decisions will be made; (2) general reactions to retrenchment; (3) retrenchment goals, policies, and decision rules; (4) general strategies for reducing expenditures; (5) specific strategies for effecting program and personnel cuts; and (6) ways to stage retrenchment. When schools face declining resources, their effectiveness depends on the ability of local policymakers to choose between options and anticipate the consequences of those

DOCUMENT RESUME

ED 249 646 EA 017 223

Handbook for Conducting Future Studies in Education.
Phi Delta Kappa, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-791-9
PUB DATE- 84
NOTE- 50p.; Prepared by the Phi Delta Kappa Commission on Schooling for the 21st Century.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa; Eighth Street & Union Avenue, Box 789, Bloomington, IN 47402 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Delphi Technique; Educational Change; Educational Innovation; *Educational Trends; Elementary Secondary Education; Employment Patterns; *Futures (of Society); Long Range Planning; Population Trends; *Prediction; Sex Role; Social Change; Social Indicators; Technological Advancement; *Trend Analysis

This handbook is designed to aid school administrators, policy-makers, and teachers in bringing a "futures orientation" to their schools. The first part of the book describes a "futuring process" developed as a tool for examining alternative future probabilities. It consists of a series of diverging and converging techniques that alternately expand and focus the participants thoughts. The steps are as follows: brainstorming, a Delphi survey of perceived possibilities, a resulting "futures wheel" showing a divergent pattern of multiple causality, "cross impact matrices" evaluating reciprocal causality, and finally, written scenarios. Six scenarios, each with its particular "futures wheel" chart, are described; they are: (1) the information revolution and its backlash; (2) the aging market (increase in the median age of the U.S. population); (3) the decline in sexist attitudes and structures; (4) more flexible career choices; (5) redefinition of basic education to include technological literacy, problem-solving, and decision-making; and (6) increased awareness of global economic interdependence. The next chapter describes various complementary forecasting techniques, providing references for additional information on each. The handbook concludes with an annotated

DOCUMENT RESUME

ED 249 660   EA 017 257

Crandall, David P.
Emulation and Replication as a Scenario for Successful School Improvement.
Network of Innovative Schools, Inc., Andover, Mass.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Apr 83
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Diffusion (Communication); *Educational Innovation; Elementary Secondary Education; Federal Programs; *Information Dissemination; *Information Utilization; Inservice Teacher Education; *Instructional Improvement; *Instructional Innovation

Visits to 146 schools in the winter of 1978-79 and interviews with teachers, administrators, and others involved with the implementation of 61 different instructional innovations revealed stability and durability in these innovations and fidelity to the original innovation. The innovations are those associated with federally funded projects attempting to improve educational practice. The best known are those of the National Diffusion Network. An explanation of innovation adoptions is that responses to the federal projects led to the forming of a community of local practitioners who suddenly had new channels of communication open to them. To share this information, professional conferences were held with participants, who shared the following characteristics: (1) other teachers served as their role models, (2) their attendance at the conferences was approved by their principals, and (3) they have figured out how to survive in a very grueling job. For schools, innovation is largely a process of imitation or emulation under conditions of noncompetition. Given the opportunity to try out new practices perceived as attractive and constituting an improvement, teachers change. (MLF)

DOCUMENT RESUME

ED 249 675 EC 170 471

Ellis, David
Communication Difficulties and Visually Handicapped People.
PUB DATE- 84
NOTE- 10p.; In: Communication Problems of the Mentally Handicapped. Occasional Paper No. 28; see EC 170 469.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Problems; *Communication Skills; *Language Acquisition; *Mental Retardation; *Multiple Disabilities; Self Mutilation; *Visual Impairments

The paper reviews research on the development of communication in visually and mentally handicapped persons. Communication difficulties are traced from the preverbal stage, through imitation and turn-taking, visual co-orientation and objects, and the effects of visual loss on early development. The added impact on a mentally handicapped person of a visual handicap is assessed. The importance of features in the physical environment (such as sound sources and echoes) for communication development are noted. Additional behavior problems of persons with visual and mental handicaps are described; these include self-injury and stereotyped behavior. (CL)

ED 249 676 EC 170 472

Lyons, Dave
A Computer Aided Implementation of Precision Teaching.
PUB DATE- 84
NOTE- 27p.; In: Communication Problems of the Mentally Handicapped. Occasional Paper No. 28; see EC 170 469.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

DOCUMENT RESUME

ED 249 691 EC 170 492

Hill, B. K.; And Others
Stability of Residential Facilities for Mentally Retarded People: 1977-1982. Brief #22.
Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
SPONS. AGENCY- Health Care Financing Administration (DHHS), Washington, DC.
PUB DATE- Jun 84
NOTE- 27p.
GRANT- DHHS-18-P-98078/5-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Programs; Followup Studies; *Mental Retardation; National Surveys; Residential Institutions; *Residential Programs

Residential facilities for mentally retarded people surveyed in a national study in 1977 were re-contacted in a 1982 replication of the earlier survey. Among facilities surveyed in 1977, 61.6% were found to still be open at the same address in 1982 (did not close, move, or stop serving mentally retarded clients). Stability rates varied considerably among states, types of facilities and sizes of facilities. A low rate of stability among semi-independent living programs was seen to be in large measure a reflection of the lifestyle these programs seek to emulate. Similarly, the high stability of the largest facilities reflected the amount of capital invested in their physical plants and equipment. It was concluded that efforts, including facility certification and increased financial rewards for care provision, should be made to build the level of commitment and support for community-based facilities. (CL)

ED 249 692 EC 170 493

DOCUMENT RESUME

ED 249 707 EC 170 808

Dooley, Deborah; Palamar, Mary
A Liberal Arts College Learning Skills Program.
PUB DATE- 1 Mar 84
NOTE- 32p.; Paper presented at the Annual Convention of the Association for Children and Adults with Learning Disabilities (21st, New Orleans, LA, February 28-March 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Higher Education; *Learning Disabilities; *Learning Strategies; Program Development; *Study Skills

The paper describes a learning skills program designed to serve college students whose learning styles are different from the norm and whose skill levels vary widely. Development phases of the program featured a task force approach to needs assessment, planning, initial pilot testing, and ongoing faculty development. Difficulties encountered in the program's beginnings are noted, and a change from an intensive reading program to a more general learning skills approach using existing college resources is discussed. The current program is described in terms of process (from initial interview and screening tests to individual and group instruction and individual student conferences); special implications for learning disabled students; inter-departmental planning; faculty and advisor involvement; and content of classwork, which focuses on vocabulary, time management, note taking, reading skills, and exam preparation. The paper concludes with specific recommendations regarding class instruction, learning skills programs, teaching learning disabled students, faculty training, and community involvement. (CL)

ED 249 708 EC 170 809

DOCUMENT RESUME

ED 249 724 EC 170 826

Program Evaluation for Effective Special Education. Research & Resources on Special Education: Issue IV.

American Association of School Administrators, Arlington, Va.; Council of Chief State School Officers, Washington, D.C.; National Association of State Boards of Education, Alexandria, VA.; National Conference of State Legislatures, Washington, D.C.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

PUB DATE- Mar 84

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Compliance (Legal); *Disabilities; Elementary Secondary Education; *Evaluation Methods; Program Administration; *Program Evaluation; *Research Methodology

The paper addresses issues in special education program evaluation. Introductory information examines the mandate for state monitoring under P.L. 94-142, The Education For All Handicapped Children Act, and reviews state monitoring approaches undertaken in Nebraska, Missouri, and North Carolina. A nine-step procedure designed to help policymakers become more effective consumers of evaluation reports is provided. Checkpoints for policymakers are listed under each of the following steps: reading the complete evaluation report, reviewing the evaluation model, reviewing the evaluation's goals and objectives, reviewing the evaluation criteria, reviewing the population and sample selection, reviewing the evaluation design, reviewing the data collection and analysis process, reviewing the overall evaluation report, and designing a program improvement management plan. Also included is a glossary of approximately 40 evaluation research terms. (CL)

DOCUMENT RESUME

ED 249 740 EC 170 852

Riel, Margaret; Cole, Michael
Mislabeled, but Not Misidentified. Final Progress Report, 7/1/80-6/30/81.
California Univ., San Diego. Laboratory of Comparative Human Cognition.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 13 May 82
NOTE- 36p.
GRANT- NIE-G-80-0063
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Education; Expectation; Games; Grouping (Instructional Purposes); *Interpersonal Competence; *Language Handicaps; *Language Skills; *Problem Solving; Student Motivation; Teaching Methods

The paper describes research examining the interrelationships among cognitive, linguistic, and social development in a sample of dysphasic children (having severe linguistic problems disproportionate to cognitive abilities) using microprocessors as a special diagnostic and training environment. Two studies are described; the first (the Comparison Study) examined problem solving, social skills, and linguistic performance of eight dysphasic and eight normal 8- to 10-year-olds on diagnostic and computer-based tasks. Ss worked on computer games in cooperative and didactic sessions. The performance of dysphasic Ss was lower on almost all measures. In the second study (the Training Study), the dysphasic Ss were given training in problem solving on computers. With small amounts of training, the performance of dysphasic Ss resembled that of the control group. The results of both studies suggest that students' educational history can result in the development of secondary deficits. Lower performance is not always a property of individual deficits, but occurs within a system of interrelated activities. Among educational implications discussed are ways to draw the children into educational experiences, in part by redirecting their metacognitive skills from task avoidance to task analysis; considerations in grouping children with language problems; and the role of computers in education. (CL)

Bailis, Lawrence Neil

What's Happening to CBOs under JTPA and Where Do We Go from Here? Highlights of the NYEC Survey.

PUB DATE- 5 Jun 84

NOTE- 22p.; For related documents, see CE 039 024-025. Paper presented at the National Youth Employment Coalition Symposium on "Training Disadvantaged Youth--The Future Role of Community-Based Organizations" (New York, NY, June 5, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; •Agency Role; •Community Action; Community Cooperation; Community Organizations; Community Programs; •Disadvantaged Youth; Employment Problems; •Employment Programs; Federal Legislation; Federal Programs; Government Role; Job Training; •Program Attitudes; Program Effectiveness; Public Agencies; Young Adults; •Youth Employment

IDENTIFIERS- •Job Training Partnership Act 1982

This paper summarizes the results of a National Youth Employment Coalition (NYEC) survey of community-based organizations (CBOs) about the effects of the Job Training Partnership Act (JTPA). Findings are summarized in these areas: (1) changes in funding for training disadvantaged youth, (2) changes in service to youth, (3) the role of CBOs in the JTPA delivery system, and (4) problems facing CBOs. In the first area, the survey found that the average funding for CBOs decreased by 58 percent and the average funding for CBO efforts to provide employment and training for disadvantaged youth decreased by 35 percent under JTPA. In the second area, 40 percent of CBOs served fewer out-of-school youth, 31 percent served fewer Black youth, and 35 percent served fewer Hispanic youth than they had served under the old Comprehensive Employment and Training Act (CETA) funding. The role of CBOs in the JTPA delivery system has decreased. One-third fewer CBOs are serving on Private Industry Councils than served on the former Prime Sponsor Advisory Councils, and many CBOs did not apply for JTPA funding since they thought they could not qualify. Finally, the biggest problems facing CBOs today include limitations on administrative funds, elimination of stipends, meeting performance standards while serving large numbers of disadvantaged youth, cash flow, obtaining or operating performance-based contracts, and difficulty in getting information about plans and requirements. However, some CBOs have survived and prospered, and they should serve as models for the changes needed by others. At the same time, CBOs should work together for needed changes in the JTPA and its regulations. (KC)

outcomes of the field test, and recommended for use by teachers selecting items from the test bank. (The competencies and test items for ornamental horticulture make up the bulk of this document.) (KC)

ED 249 356 CE 039 762

The Emergency Veterans' Job Training Act of 1983. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 5 Apr 84
NOTE- 190p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Vocational Education; *Employer Attitudes; Employers; Employment Practices; *Federal Legislation; Hearings; *Incentives; Job Training; *On the Job Training; *Program Effectiveness; Unemployment; *Veterans
IDENTIFIERS- Congress 98th; *Emergency Veterans Job Training Act 1983

This is a congressional hearing to evaluate the administration and effectiveness of Public Law 98-77, the Emergency Veterans' Job Training Act of 1983. (The purpose of the program established by Public Law 98-77 is to create new on-the-job training opportunities for Vietnam-era and Korean conflict veterans by providing incentives for employers to hire and train those veterans.) Testimony consists of prepared statements from U.S. Representatives and statements and prepared statements from individuals representing the South Carolina Employment Securities Commission; Veterans' Affairs Committee of the Interstate Conference of Employment Securities Agencies, Inc.; Missouri Division of Employment Security; Disabled American Veterans; Vietnam Veterans Leadership Program of Massachusetts, Inc.; American Legion; Military Order of the Purple Heart; Veterans' Employment and Training, U.S. Department of Labor; Ameriserv Corp.; Vietnam Veterans of America; Employers' National Job Service Committee; Veterans' Administration; Veterans of Foreign Wars of the United States; and Jewish War Veterans of the United States. Material submitted for the record includes written committee questions and

Program demonstrates that industry is willing to become involved in employees' problems and that such programs are a viable means of reaching adults. (KC)

ED 255 569 CE 039 789

Hart, Russ A.
An Effective Strategy to Design Mediated Instruction for Female Adults--Compositional Syntactic Placement.
PUB DATE- Nov 84
NOTE- 55p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Students; *Cerebral Dominance; Concept Formation; *Educational Television; Encoding (Psychology); *Females; *Field Dependence Independence; Learning Modalities; Learning Strategies; Postsecondary Education; Production Techniques; Television Research; *Visual Learning; Visual Stimuli; Womens Education; Workshops
IDENTIFIERS- *Compositional Syntactic Placement

This research was conducted to examine the theoretical basis and findings of an experiment on televised adult instruction. The media coding system element, compositional syntactic placement, was investigated for potential aptitude-treatment interactions on a simple concept learning task. Compositional syntactic placement may be conceptualized as the relative horizontal position of the primary symbol or object within the frame--left, central, or right. Women who were participants in a nonformal workshop viewed a visual stimulus set within a videotaped program in either a left (n = 50), right (n = 50), or central (n = 52) syntactic placement orientation. The instruments used to measure selected learner aptitudes were (1) the Group Embedded Figures Test for field articulation, (2) the Productive Ability Test for general intelligence ability, and (3) the Edinburgh Handedness Inventory for hemispheric dominance. The dependent variable, pretest-posttest difference scores, was assessed with 22-question instruments. Analysis of variance and multiple comparison techniques indicated compositional syntactic placement increased very significantly simple concept learning (p<.0001), and aptitude-treatment interactions were noted (p<.05). The conclusion of this study student task assignment sheets are included for each of the following job families: farm production, nursery production, livestock production, gardening and groundskeeping, mechanics, professional agricultural occupations, forestry, mining, and petroleum. Each of these task sheets contains some or all of the following: a task title, an introduction, objectives, one or more learning activities, one or more check-out activities, and a copy of the instructor's final checklist. The appendixes include a vocabulary listing, suggested references appropriate for career exploration, and guidelines for addressing students with special needs. (MN)

ED 249 382 CE 039 832

Keeton, Martha; And Others
Business and Office Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 277p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; Business Administration; *Business Education; Career Education; *Career Exploration; Clerical Occupations; Competency Based Education; Course Descriptions; *Data Processing; Entrepreneurship; Junior High Schools; Learning Activities; *Office Occupations; Office Occupations Education; *Practical Arts; Secondary Education; Secretaries; Small Businesses; State Curriculum Guides; Student Evaluation; Teaching Guides; Vocational Education; *Word Processing
IDENTIFIERS- Kentucky; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in business and office occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, list of business and office occupations, and an overview of the competency-based instructional system for practical arts. A guide to learning activities is presented, which contains

checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for three families of marketing and distribution occupations: market management and research, buying and distribution, and sales and promotion. (YLB)

ED 249 394 CE 039 844

Keeton, Martha; And Others
Hospitality and Recreation Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 402p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Education; *Career Exploration; *Competency Based Education; Course Descriptions; Dance; Dining Facilities; Food Service; *Hospitality Occupations; Hotels; Housekeepers; Junior High Schools; Learning Activities; Music; *Practical Arts; *Recreation; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; Theater Arts; *Tourism; Travel; Vocational Education
IDENTIFIERS- Entertainment; Kentucky; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in hospitality and recreation occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of hospitality and recreation occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these guide sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include lists of practical arts videotapes, references appropriate for career exploration, and ideas for addressing

differences due to race, occupation, and education. There was a 14 to 15 point difference in favor of whites between the WAIS-R IQs of whites and blacks. There was a 17.5 to 22.4 point difference between the WAIS-R IQs of the highest and lowest ranked occupations. There was a 26.7 to 33.5 point difference bewtween the WAIS-R IQs of the highest and lowest categories of educational attainment. (Author/JAC)

ED 249 410 CG 017 729

Swire, Margaret; Perrone, James
Time Management: A Training Manual for College Teachers and Counselors.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Patterns; College Faculty; *College Students; Counseling Techniques; Group Counseling; Higher Education; Informal Assessment; Scheduling; School Counselors; *Skill Development; Teaching Guides; *Time Management

This training manual presents an outline of a time management program for college students, to be led by a counselor or faculty member. The manual provides leader instructions and program goals for a group of 5 to 25 students and intended for a 1 1/2- to 2-hour session. Instructions for the program are given in seven steps which cover: (1) an overview of the problem; (2) administration of a self-appraisal checklist; (3) a time bar exercise; (4) a case study; (5) a priorities exercise; (6) a discussion of the benefits of time management and helpful hints; and (7) time scheduling exercises. Discussion suggestions, take-home exercises, and forms for the self-analysis checklist, the time bar exercise, the student time waster checklist, and the priorities exercise are provided. A time schedule sheet and a diagram of time management benefits are also included. (JAC)

ED 249 425 CG 017 744

Hopkins, Mona S.
Meeting the Pepsi Challenge: Preparing Evaluation Programs for Scholastic Improvement.
PUB DATE- Mar 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Educational Assessment; *Educational Objectives; *Educational Planning; Evaluation Methods; Guidelines; School Role

This document provides guidelines for preparing evaluation programs for scholastic improvement. The philosophy underlying assessment and accountability is discussed, with specific reference to the positive and negative aspects of assessment. The design of a curriculum evaluation model is presented, including goal identification, data gathering, analysis, dissemination, and decision making. The audience for whom the evaluation is conducted and to whom it should be disseminated is discussed, and five goals for program evaluation are presented: front-end analysis; evaluability assessment; formative evaluation; program monitoring; and evaluation of an evaluation. The role of evaluation in curriculum improvement is discussed. Specific internal and external factors that may influence the curriculum are listed, as well as questions to highlight evaluation needs. The document concludes with a discussion of the characteristics of a sound and effective evaluation system. (BL)

ED 249 426 CG 017 745

Siegel, Jacob S.; Davidson, Maria
Demographic and Socioeconomic Aspects of Aging in the United States.
Bureau of the Census (DOC), Suitland, Md. Population Div.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.

ED 249 440 CG 017 760

Jackson, Lorraine M.

Impact and Implications of Technological Change on Individuals and Industry.

PUB DATE- 19 Mar 84

NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984). This paper is part of a research program sponsored by the Social Science and Humanities Research Council of Canada.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Change; Change Strategies; Computer Science; *Coping; *Emotional Response; *Productivity; *Technological Advancement

American society is moving from an industrial age to an electronic, information age, and during the next decade both individuals and industry will have to cope with this transition. Effectiveness in dealing with the impact of technology will depend upon the ability of individuals to address four issues: (1) preparing for increased work productivity; (2) coping with anger in a computerized world; (3) understanding classes of human error; and (4) identifying electronic myths. (Methods for addressing each of these issues are briefly discussed. A bibliography for technological literacy and adjustment is appended.) (BL)

ED 249 441 CG 017 761

Buckhalt, Joseph A.

Applied Developmental Psychology: What Is Its Relationship to School Psychology?

PUB DATE- Aug 84

NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Carter, Robert T.; Sedlacek, William E.
Sex Differences in Student Attitudes and Behavior toward Drugs over a Decade. Research Report 8-83.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Cohort Analysis; *College Freshmen; Drug Education; *Drug Use; Higher Education; Legal Responsibility; *Sex Differences; *Student Attitudes
IDENTIFIERS- University of Maryland College Park

Studies examining college students' drug use behavior have found that drug use has increased over the periods studied. To examine the attitudes and behaviors towards drugs of University of Maryland freshmen over a decade, 410 freshmen in 1973 and 491 freshmen in 1983 were administered an anonymous questionnaire. An analysis of the results showed that there was a significant decline, between 1973 and 1983, in incidence of use for 13 substances studied, except hard liquor, speed, heroin, and cocaine. There was also a decline in percent of regular use of most substances. For example, 33% regularly used marijuana in 1973, compared to 17% in 1983. Women were less likely than men to drink beer in 1973, but were more likely than men to smoke cigarettes and drink wine in 1983. Compared to 1973, 1983 students were more likely to feel that marijuana should not be legalized, and that someone found selling or using marijuana should be turned in to the proper authorities. Women were more likely than men to feel sorry for people on drugs and to be in favor of drug education programs. 1983 students were less supportive of drug education programs than 1973 students. (BL)

ED 249 456 CG 017 776

Adolescents in Crisis: Parental Involvement. Hearing before the Subcommitte on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining How Best to Help Adolescents with Problems of Alcohol Abuse, Drug Dependence, Premature Sexual Involvement, and Mental Illness.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and

need for a workable measurement of literacy. Problems in the area of relevant instructional materials and curricula, teacher qualification standards, and a specific implementation plan are also noted. (RBW)

ED 249 470 CS 007 799

Escoe, Adrienne

Remedial Reading and English Instruction for Junior High and High School Students: A Description of Common Practices in Teaching and Assessment.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-75
PUB DATE- 15 Jan 82
NOTE- 80p.
CONTRACT- NE-0-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English Instruction; Evaluation Methods; High Schools; *Instructional Materials; Junior High Schools; *Reading Instruction; *Remedial Instruction; *Remedial Reading; Student Evaluation; *Teaching Methods

Focusing on schools in southern California, Arizona, and Nevada, this report uses information from several sources, including surveys of school personnel and analyses of instructional and assessment materials, to document the common practices and effects of junior high and high school remedial reading and English instruction. The first two parts of the report treat the junior high and high school levels, respectively, with the presentation organized as follows: (1) an overview of practices in remedial instruction; (2) the structure of instruction, including students served, entry and termination skills, instructional time, facilities, and staff; and (3) the scope of instruction, including skills taught, materials, and general methods of instruction. The report concludes with a general discussion of the findings and a direction suggested for surveying the requirements for literacy at the start of training programs and employment. Appendixes include a list of skills and tasks from a sample district curriculum guide, a bibliography of remedial materials, and scores from graduation proficiency tests. (HTH)

ED 249 485 CS 207 516

Fleener, Nickieann
Without Bias? How Selected Employee Publications Depict the Roles of Women and Men within the Corporate Structure.
PUB DATE- Aug 83
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (66th, Corvallis, OR, August 6-9, 1983).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Content Analysis; Females; Males; *Media Research; *Photographs; *Publications; *Sex Bias; Sex Differences
IDENTIFIERS- *Employee Publications

A study examined how presentation of men and women by selected internal business publications changed from 1978 to 1982. A visual content analysis of three major industry publications was conducted. The total number of individuals shown in the 22 magazines studied was 1,551. Of these individuals, 83% were male and 17% were female. After eliminating formal "back of the book" retirement portraits, 73% of the remaining figures were male and 26% were female. Across time, the number of women pictured declined significantly after 1979. Males and females tended to be pictured either alone or with members of the same sex. Men tended to be shown with men both in and out of the workplace, while women tended to be shown with men outside the workplace. While almost three out of every four men pictured were direct company employees, only one out of every two women pictured was an employee. The findings indicated that differences did occur between the ways men and women were presented and some of those became more exaggerated across the years studied, with the most striking being the significant decline in the number of women shown, in spite of an increase in the number of women joining the work force. (HTH)

ED 249 486 CS 207 892

Walvoord, Barbara Fassler; Singer, Daniel

Process-Oriented Writing Instruction in a Case-Method Class.

PUB DATE- 15 Aug 84
NOTE- 16p.; Paper presented at the Annual Meeting of the American Management Association (Boston, MA, August 15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; Comparative Analysis; *Content Area Writing; Higher Education; *Revision (Written Composition); *Teaching Methods; Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research; Writing Skills

To determine whether a teacher's guidance of the writing process in the classroom can produce measurable improvement in students' writing and learning over the course of a semester, an instructor of a college business management course taught three sections of the same course, using the same texts and making the same assignments (six written case analyses), but approaching the writing process differently in each of the three sections. Section A was taught in the traditional way with an emphasis on lectures about business policy. Written case analyses were assigned with the assumption that students knew how to write, and that the instructor's job was to deal effectively with course content. In Section B, writing assignments were given in a manner designed to make the writing process more effective. Class discussion was frequently directed toward the nature of the writing process, and students were encouraged to use writing as a technique for developing thought. Section C was taught like Section B, except that students were also required to submit a draft of each written case analysis to an outside reader for review and then to revise the draft for final submission. The results suggest that the draft intervention and response technique used in Section C had a significant positive impact on students' rhetorical and analytical skills. A surprising result was the failure of the emphasis on writing in the lecture format to have a positive impact on either student performance or student improvement. (HOD)

ED 249 514 CS 208 607

Christiansen, Linda, Ed.; And Others
A Guide to Teaching Research and Report Writing.
Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
NOTE- 43p.
AVAILABLE FROM- Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Writing; Elementary Secondary Education; *Learning Activities; *Library Skills; *Research Skills; Sequential Approach; Teacher Role; Teaching Methods; Writing Exercises; *Writing Instruction
IDENTIFIERS- National Writing Project; *Research Papers (Students); *Wisconsin Writing Project

Using a sequential approach, this booklet identifies a number of research skills students need to become independent in gathering and presenting information. The booklet begins with a brief description of the sequential development of research skills it recommends, a bar graph representation of the skills used as a curriculum planner, and a preface that offers an overview of skills to be taught at the elementary, middle school/junior high, and high school levels. It next presents descriptions of 16 elementary school level research paper activities designed to promote skill in collecting and recording information, notetaking, using reference sources, and organizing notes for writing. The booklet then offers suggestions for helping older students write papers; sets forth minimum requirements for papers at 9th, 10th, and 11th and 12th grade levels; offers exercises on how to use "Reader's Guide" and the card catalog, begin the paper, prepare a bibliography, and evaluate the paper. The last section of the booklet discusses the writing skills Wisconsin colleges look for in entering students and presents two statements on writing prepared by the University of Wisconsin at Madison. The booklet contains a 24-item bibliography. (FL)

ED 249 529 CS 208 623

Baker, Houston A., Jr., Ed.
Three American Literatures: Essays in Chicano, Native American, and Asian-American Literature for Teachers of American Literature.
Modern Language Association of America, New York, N.Y.
REPORT NO.- ISBN-0-87352-352-0
PUB DATE- 82
NOTE- 265p.
AVAILABLE FROM- Modern Language Association of America, 62 Fifth Ave., New York, NY 10011 ($11.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Literature; *Asian Americans; Content Analysis; *Cultural Awareness; Cultural Differences; Drama; Elementary Secondary Education; Fiction; Folk Culture; *Hispanic American Literature; Intellectual History; *Literature Appreciation; Multicultural Education; Poetry; *United States Literature
IDENTIFIERS- Asian American Literature; *Chicano Literature

Intended for use by American literature teachers who wish to use a single-volume work offering overviews of the literary traditions of selected minority groups, this book contains not only broad overviews, but also detailed analyses of specific works that constitute significant aspects of the Chicano, Native American, and Asian American traditions. The eight articles provide (1) an overview of minority literature in the United States, (2) an overview of Chicano literature, (3) a discussion of the evolution of Chicano literature, (4) an overview of Native American literature, (5) an examination of characteristic images and incidents in Native American imaginative literature, (6) an overview of Chinese-American and Japanese American literatures, (7) a discussion of Frank Chin's "The Chickencoop Chinaman" and "The Year of the Dragon," and (8) a discussion of the range of Japanese-American literature. (FL)

ED 249 530 CS 208 625

Suhor, Charles

ED 249 544 CS 504 703

Van Voorhis, Patricia
The Nature, Function, and Impact of Inmate Communication Patterns in a Maximum Security Prison.
PUB DATE- Apr 84
NOTE- 38p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Affective Behavior; *Communication Problems; *Communication Research; Correctional Institutions; Emotional Adjustment; Emotional Problems; Environmental Influences; *Interpersonal Relationship; Interviews; Peer Influence; Peer Relationship; Perception; *Prisoners

To determine the areas in which communication affects prison environments and prison inmates, interviews were conducted with 21 adult male inmates shortly after their admission into a federal maximum security institution. The interviews were semistructured, addressing such issues as (1) perceptions of fellow inmates and staff; (2) additional perceptions of the prison environment; (3) accounts of the conviction offense and prior offenses; (4) relationships with family and friends outside of the institution; (5) orientation to feelings of anger, fear, nervousness, and depression; (6) drug and alcohol history; (7) school and work history; and (8) plans for the future. All but one subject reported previous experiences in correctional institutional settings resulting from prior adult or juvenile offenses. Ten of the 21 inmates were white and 11 were black. Due to overcrowded conditions, all subjects were double bunking. Responses revealed a reluctance to bring problems and other personal issues to their inmate peers or staff. For many of the men, background fostered and even sanctioned violent modes of expression. Problems with underassertiveness and overassertiveness were also apparent. Moreover, many of the men revealed a pattern of having invested considerable time in the acquisition of unrespected and often unliked associates, a pattern which in turn appears to have perpetuated a lifestyle of crime. (HOD)

ED 249 545 CS 504 704

Baker, Deborah C.
A New Relationship: Intercultural Communication and Discourse Analysis.
PUB DATE- Apr 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Cultural Awareness; *Cultural Differences; *Discourse Analysis; Ethnic Bias; Interaction; *Intercultural Communication; Interpersonal Competence; Language Styles; *Research Needs; Speech Communication; *Theories
IDENTIFIERS- *Conversation

The current style-specific theories of human communication include the public speaking style, the relationship style, and the message communication style. It now appears that intercultural communication may emerge as the fourth style-specific theory as a result of scholars' concern over the ethnocentric bias found in the study of communication. The claim that intercultural communication is a style-specific theory is significant inasmuch as it guides and clarifies research goals. A focus on the development of intercultural communication as a style-specific theory should encourage researchers to find the best means of describing intercultural encounters and explicating the most critical factors in this type of encounter. This can be accomplished by discourse analysis, which concentrates on the study of conversation, especially dyadic conversation. In particular, attention should be paid to changes in the structure of the conversation or the outcomes of the conversation based on cultural differences. Of significant interest should be the ways interactants' knowledge of conversation varies. And finally, for discourse analysis to become a fruitful avenue of research, the analysts should adopt a rhetorical perspective, thus providing more information about the interaction and increasing levels of awareness. (HOD)

ED 249 560 CS 504 721

Larson, Mary Strom
Choosing Equipment and Setting Policies in Radio and Television Labs.

ED 249 574 EA 017 086

Knight, Jeanne; And Others

Teacher Performance Evaluation Plan: A Personalized Approach to Supervision, Staff Development, and Evaluation. An Implementation Guide. Revised Edition.

New Mexico State Dept. of Education, Santa Fe.

PUB DATE- Jul 84

NOTE- 51p.; Appendices may not reproduce clearly because they are printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; Lesson Observation Criteria; State Boards of Education; State Departments of Education; *State School District Relationship; *State Standards; *Teacher Characteristics; *Teacher Evaluation; Teacher Improvement; Teacher Role

IDENTIFIERS- New Mexico; *New Mexico Staff Accountability Plan; New Mexico State Board of Education; New Mexico State Department of Education

This guide provides assistance to New Mexico school districts in implementing a state-sponsored teacher performance evaluation plan (Provision III of the New Mexico Staff Accountability Plan, adopted by the State Board of Education). This plan involves five basic procedures: (1) determine specific definitions of the six essential teaching competencies adopted by the state; (2) select and define other competencies to complete local criteria; (3) adjust the local evaluation system to that adopted by the state; (4) determine training needs in observation, growth planning, and conference techniques; and (5) determine a schedule of implementation that will include all teaching personnel. Information appropriate to carrying out these requirements is provided, including a list of the six essential teaching competencies, an explanation of the eight required components for teacher performance evaluation, requirements for submission of the plan, and criteria for approval. Six appendixes are included: (1) text of the New Mexico Staff Accountability Plan; (2) descriptors and indicators for each of the six essential teaching competencies; (3) possible additional competencies with descriptors; (4) points to consider on observation, conferences, and planning; (5) New Mexico State Department of Education Regulation No. 84.8; (6) a five-page bibliography; and (7) a listing of videotapes/films. (TE)

ED 249 588 EA 017 113

Winne, Philip H.
Steps toward Promoting Cognitive Achievements.
PUB DATE- Jun 84
NOTE- 22p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Cognitive Objectives; Cognitive Structures; Concept Formation; Elementary Secondary Education; *Instructional Improvement; *Learning Processes; *Learning Strategies; *Learning Theories; Models; *Psychoeducational Methods; Task Analysis; Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- CEDARS Model

This paper contends that efforts at educational reform must focus, above all, on the instructional encounter between teachers and students. The argument is presented in triadic sequence: three basic assumptions about learning, three interrelated models of the instructional process, and three practical approaches to promoting cognitive achievement. The three assumptions are as follows: (1) cognitive activity is inherent and patterned; (2) learning is a goal-oriented cognitive activity; and (3) instruction is an intentional activity where teachers intend to influence students' learning. The three models which synthesize contemporary research on teaching and instructional psychology are as follows: (1) the 6-factor CEDARS model of instruction (content, evaluation data, delivery of task cues, acquisition, retrieval, and setting); (2) the cognitive mediational model of teaching effectiveness; (3) the task-oriented model of student learning. These models are then applied in a discussion of teaching methods that can promote cognitive achievement. These methods include (1) steps toward realizing instructional intentions (gaining attention, clarifying perceptions, maximizing capability, and motivating cognitive work), (2) steps toward facilitating instructional tasks (comprehending initial conditions, comprehending the goal, and having plans for transforming the initial conditions into the goals, and (3) steps toward taking steps (revamping teacher education curricula and encouraging further cognitive research to clarify interactions among the facets of instruction). (TE)

ED 249 602 EA 017 150

Frechtling, Joy A.; And Others
Analysis of the Impact of the Seven-Period Day. Revised.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 31 Aug 83
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; Courses; Enrollment Influences; *Enrollment Trends; *Extended School Day; High Schools; *High School Students; Relevance (Education)
IDENTIFIERS- *Course Selection; *Montgomery County Public Schools MD

A preliminary analysis of the impact of the seven-period school day found that a seven-period schedule allows small high schools in Montgomery County, Maryland to offer almost as many courses as larger six-period schools and allows their students to enroll in more courses, particularly in academic areas. It further concluded that students took advantage of expanded offerings, with the number of sections of academic courses increasing by 7 percent. This later analysis confirms but qualifies the former findings. In both six- and seven-period day schools, total course offerings decreased slightly from 1981-82 to 1982-83, but seven-period schools added academic courses. Despite school enrollment declines, course enrollment increased in both types of schools, growing 11.7 percent in seven-period schools. Both "academic" and "non-academic" departments in seven-period schools gained enrollment, with increases of over 2,500 students in business, home economics, and industrial arts, and over 1,000 in physical education, art, foreign languages, social studies, mathematics, and science. In six-period schools, however, only mathematics gained over 1,000. Students used seventh periods to acquire vocational and life skills as well as to add academic courses. The seven-period day affected 10th and 11th graders' course selections, but not those of 12th graders. The seven-period day affected students of all achievement levels equally; the shift toward taking a slightly greater proportion of nonacademic courses was similar for both high and low achievers. (MCG)

Oliver, Ronald L.
Inducting Student Teachers: The Role of the Secondary School Principal.
PUB DATE- 15 Nov 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperating Teachers; Faculty Handbooks; Guides; Master Teachers; *Principals; Secondary Education; *Student Teachers; *Supervision; *Teacher Education; Teacher Evaluation; *Teacher Supervision

The principal's role in the process of inducting student teachers is important. This paper functions as a guide to show principals how they can facilitate positive student teacher experience by working to minimize problems. Initially the principal should review district policy with the student teacher, introduce the student teacher to key personnel, and provide a facility tour. The principal is also responsible for supervising placement with the cooperating teacher, verifying that the cooperating teacher is qualified, validating the required number of teaching hours and teaching assignments, and reviewing student teacher participation activities and out-of-class activities. By assuming an active role, the principal ensures proper induction of the student teacher and professional adherence to local school policies and concerns. The guide provides an example of a student teacher's induction schedule. (MD)

ED 249 618 EA 017 180

Lindahl, Ronald A.
Preparing Educational Administrators for the Year 2000 and Beyond.
PUB DATE- 30 Jan 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 18-22, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Role;

chosen. (MD)

ED 249 632 EA 017 198

Goldstein, William
Selling School Budgets in Hard Times. Fastback 215.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-215-1
PUB DATE- 84
NOTE- 38p.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa Educational Foundation, Eighth Street & Union Avenue, Box 789, Bloomington, IN 47402 ($.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgeting; *Budgets; *Educational Finance; Educational Status Comparison; Elementary Secondary Education; Expenditure per Student; Financial Needs; *Politics of Education; Program Development; Property Taxes; *Public Relations; *Public Support; Retrenchment; School Budget Elections; *School Community Relationship; School Personnel; Scores; Teacher Salaries; Teacher Student Ratio
IDENTIFIERS- Parent Teacher Association

Financial planning for education is a difficult task as schools struggle for a share of diminishing tax resources. The presentation of school budgets for voter approval must be done as effectively as possible. When presenting budgets, administrators should take into account that the public has a low tolerance for detail, budgets are boring, a well informed public is more positive, presentation materials should be attractive and brief, support groups are needed, and the media should be used wisely. The most important component of the process is the presentation of the budget support material. Fifteen suggestions for presenting budget proposals to the public are provided. The printed budget should be attractive, be self-explanatory, answer the public's questions, use graphics and easily understood tables, and use clear uncluttered prose. The author provides an example of a "bird's eye" budget that is easy to read, understandable, and inexpensively produced. A checklist for assessing a school's budget presentation is provided. Selling budgets in difficult times is hard work that takes careful planning and thorough understanding of demographics, social climate, and

alphabetical listing of organizational and human resources. (TE)

ED 249 647 EA 017 224

Ainley, John; And Others
Staying at High School in Victoria. ACER Research Monograph No. 23.
Australian Council for Educational Research, Hawthorn.
SPONS. AGENCY- Victoria Education Dept. (Australia).
REPORT NO.- ISBN-0-85563-364-6
PUB DATE- 84
NOTE- 163p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Foreign Countries; High Schools; Questionnaires; School Demography; *School Holding Power; School Role; School Statistics; Secondary Education; Student Attitudes; *Student Attrition; Withdrawal (Education)
IDENTIFIERS- *Australia (Victoria)

This publication from Australia reports on an investigation directed at possible explanations of why students in the state of Victoria remain to complete secondary school, and why schools themselves vary in their capacity to retain students to year 12. Chapter 1 provides perspectives on this topic from past research and identifies three domains of school influence on student retention as the focus of the study: student attitudes, curriculum, and organization. Chapter 2 describes the methodology, which consisted of complementary broad- and narrow-based approaches: identification of differences between schools as a whole, selection of 16 schools for further study, qualitative methods, and questionnaires. Chapter 3 presents findings on differences between schools, including trends in average school retention rates, factors associated with differences, and patterns of change between 1982 and 1983. Chapter 4 focuses on characteristics of the 16 schools selected for further study, and the results of this intensive study are reported in chapters 5 and 6. Chapter 7 reports findings from interviews and followup studies with former students, parents, and teachers at these schools. Chapter 8 summarizes findings of the study as a whole, including differences between schools, the 16 schools, students' perspectives, factors influencing the intention to stay in school, the role of individual characteristics in this intention, and implications for future research and policymaking. (TE)

ED 249 661 EA 017 261

Townsend, David
Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Final Report.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Jun 84
NOTE- 230p.; For Summary Report, see EA 017 262.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; Evaluation Methods; Feedback; Foreign Countries; Program Development; Program Effectiveness; *Program Implementation; Program Improvement; Questionnaires; Secondary Education; Surveys; *Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- Canada; Lethbridge School District (Canada)

This research project was undertaken to investigate, analyze, and document the process of implementing a new policy of teacher supervision and evaluation in the five secondary schools of Lethbridge (Alberta) School District No. 51. The study focused on (1) critical stages in the implementation process; (2) supervisory behavior and supervisory styles; (3) teacher attitudes, behaviors, and levels of performance; (4) adaptations of the models as a result of implementation; (5) cycles of supervision and evaluation; (6) students' perceptions; and (7) potentially useful guiding principles. A total of 117 teachers and 16 administrators participated by filling out questionnaires and survey forms at the beginning and end of the year, undergoing obsevation of teaching and of supervisory conferences, and taking part in interviews. Analysis of survey data showed that both teachers and supervisors perceived improvements in supervisory behavior, while supervisors' reports and observation indicated that teachers showed improvement in classroom management, planning, and attention to individual students. Both teachers and supervisors reported what they liked and disliked about the new policy, and as a result of this feedback, aspects were modified. Results indicate that regular supervision of teachers has been fairly successful, though teachers and supervisors both indentified the need for more training and

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Precision Teaching; *Program Development; *Severe Mental Retardation

A computer implementation of precision teaching for severely mentally handicapped students is described. Computer technology reduces staff time during a typical precision teaching routine: design of suitable teaching programs, a series of timed short drills using these programs, conversion of results into numeric quantities, and design of improved programs from the numeric quantities obtained. Computer applications in recordkeeping are noted. Specific information on hardware address such aspects as projector, switch and clock controller, and the voice synthesizer controller. Similarly, information is detailed on the file system and computer software, including the synthesizer unit, the statistics package, and the library and date units. It is concluded that the system appears to be a success, and that it is both easy to use and reliable. (CL)

ED 249 677 EC 170 473

Wertlieb, Ellen C.
Certifying Special Education Programs for Teacher Education. A Proposal to the Department of Education, State of Kansas, from the Department of Education and Home Economics, Washburn University.
Washburn Univ. of Topeka, Kans.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka.
PUB DATE- 83
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; *Emotional Disturbances; Higher Education; *Learning Disabilities; Program Development; *Teacher Education; *Teaching Skills
IDENTIFIERS- Washburn University of Topeka KS

The document describes the Learning Disabilities and Emotional Disturbance Master's Degree Programs developed at Washburn University of Topeka, Kansas. Fourteen prerequisite and program course requirements are described. Each course description includes: specific course objectives, a general course description, the competencies associated with the given course, the student

Hill, B. K.; Lakin, K. C.
Trends in Residential Services for Mentally Retarded People: 1977-1982. Brief #23.
Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
SPONS. AGENCY- Health Care Financing Administration (DHHS), Washington, DC.
PUB DATE- Jun 84
NOTE- 21p.; For related documents, see EC 170 492-494.
GRANT- DHHS-18-P-98078/5-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Programs; Deinstitutionalization (of Disabled); Followup Studies; *Mental Retardation; *Residential Institutions; *Residential Programs; Severe Disabilities; *Trend Analysis

In 1977 a survey was conducted of all state-licensed, state-contracted, and state-operated residential facilities serving mentally retarded people in the United States. The survey was replicated in 1982 and this report summarizes and compares the results of the two surveys. Results indicate that the overall size of the residential service system for mentally retarded individuals remained stable between 1977 and 1982; however, the characteristics of the population served changed, with residents in 1982 being slightly older and more severely handicapped than 1977 residents. The number of smaller facilities increased substantially and trends indicate that public facilities are being replaced by smaller community-based programs that serve severely/profoundly handicapped individuals. Changes in the Intermediate Care Facilities for the Mentally Retarded program (ICF-MR) generally paralleled those of the residential care system as a whole. (CL)

ED 249 693 EC 170 494

Hill, B. K.; Lakin, K. C.
Classification of Residential Facilities for Mentally Retarded People. Brief #24.
Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
SPONS. AGENCY- Health Care Financing Administration (DHHS), Washington, DC.
PUB DATE- Jul 84
NOTE- 24p.
GRANT- DHHS-18-P-98078/5-03

Link, Barbara R.
Reading Attitudes and Interests of Gifted and Talented Children in the Middle Grades.
PUB DATE- Jul 84
NOTE- 63p.; Paper presented to the Department of Teacher Education and Professional Development, Central Michigan University. Requirement for Master of Arts degree.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Elementary Education; *Gifted; *Reading Attitudes; *Reading Habits; *Reading Interests; Sex Differences; *Talent

The study investigated reading attitudes and interests of 30 fourth through ninth grade gifted and talented students. The data were gathered through the use of a questionnaire, which included statements with Likert type scale responses, multiple-choice, and short answers. Methods used to analyze the data were individual item analysis, analysis of variance, and t test. Results were reported in means, standard deviation, and cumulative percentages. The major findings of the study were: gifted children have a very positive attitude toward reading; books appear to be the preferred format of reading materials; significant differences were found between grade levels' preferred reading topics in five areas (archaeology, crafts and hobbies, music, myths and fantasies, prehistoric world); significant differences were found between boys' and girls' preferred reading topics in four areas (comedy/jokes, poetry, science fiction, sports). (Author/CL)

ED 249 709 EC 170 810

Mitchell, Felicia
Planning Creative Writing Activities for Educable Mentally Handicapped Adolescents.
PUB DATE- 82
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information

ED 249 725 EC 170 827

Preschool Special Education. Research & Resources on Special Education: Issue V.

American Association of School Administrators, Arlington, Va.; Council of Chief State School Officers, Washington, D.C.; National Association of State Boards of Education, Alexandria, VA.; National Conference of State Legislatures, Washington, D.C.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

PUB DATE- May 84

NOTE- 24p.; Some tables may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Definitions; *Disabilities; *Federal Legislation; Handicap Identification; History; *Intervention; Mainstreaming; *Preschool Education; Program Descriptions; *Program Effectiveness; Special Education; *State Legislation; Teacher Certification

This issue brief addresses policy and administrative questions in preschool special education. Background information is provided on the history of early intervention and predictions for the future are made. Research is presented on early childhood special education effectiveness (longitudinal and shorter-term studies and third-party evaluations) and cost-effectivenss. A discussion of legislation covers the history of federal initiatives as well as the status of state mandates to serve preschool handicapped children. Examples of state and national preschool special education programs are offered (Wisconsin's Portage Project, Missouri's Saturday School Program, Kentucky's Individualized Kindergarten, Project Home Base and Head Start). A final section focuses on three key questions and implications for policymakers: definitions of the population, certification of teachers of very young handicapped children, and integration of handicapped preschoolers. (CL)

ED 249 726 EC 170 828

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.

American Association of School Administrators, Arlington, Va.;

ED 249 741 EC 170 853

Soder, Marten

Transition from School to Work for Handicapped Adolescents: Swedish Position Report to the OECD/CERI Project concerning the Education of Handicapped Adolescents--Innovative Approaches in the Transition to Adult and Working Life.

National Swedish Board of Education, Stockholm.

REPORT NO.- ISBN-91-7662-060-3
PUB DATE- 84
NOTE- 144p.
AVAILABLE FROM- National Board of Education, Department for Coordination and Planning, Information and Documentation Section, S-10642 Stockholm, Sweden (free).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Disabilities; *Education Work Relationship; *Employment; Foreign Countries; Program Development; Secondary Education; *Transitional Programs; *Vocational Education
IDENTIFIERS- *Sweden

The report describes the Swedish educational and employment system and efforts underway to facilitate the transition from school to work for handicapped adolescents. A review of the general education system touches upon administrative structure, finance, and trends in compulsory comprehensive school and in upper secondary schools. The next section discusses factors in the labor market and examines labor policy regarding handicapped persons. Transitional arrangements undertaken in recent years are noted, and curriculum adaptations and policy changes to facilitate the movement of handicapped students from school to work are considered. Among problems with the transition are the insufficiency of "ordinary" measures as well as the problems inherent in the need for coordination. Three innovative approaches--use of escorts, group dynamic method, and computerized job procurement--are described. (CL)

ED 249 344 CE 039 024

Jolly, Elton
Program Effects of JTPA on Community-Based Organizations.
PUB DATE- 5 Jun 84
NOTE- 32p.; For related documents, see CE 039 023-025. Paper presented at the National Youth Employment Coalition Symposium on "Training Disadvantaged Youth--The Future Role of Community-Based Organizations" (New York, NY, June 5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Agency Role; Community Action; Community Cooperation; Community Organizations; *Community Programs; *Disadvantaged Youth; Employment Potential; Employment Problems; *Employment Programs; Federal Legislation; *Federal Programs; Government Role; High Risk Persons; Human Resources; Job Training; Program Improvement; Public Agencies; Young Adults; *Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982

The advent of the Job Training Partnership Act (JTPA) has changed the way community-based organizations (CBOs) can serve unemployed youth, according to the findings of the National Youth Employment Coalition (NYEC) survey of CBOs; analysis of reports, surveys, and studies of the JTPA; and conversations with NYEC members and others concerned with employment of youth. This research shows that JTPA has, by design, changed the program priorities of CBOs as well as the priorities of everyone else in the employment and training field. The almost single purpose of providing trained workers for the private sector has eliminated the human resource development and human service goals that had been a part of employment and training services. JTPA has given priority to serving the job-ready or nearly job-ready; in the short run, the return on investment is greater for these people. However, younger teens, the severely disadvantaged, handicapped persons, teenage parents, and minority youths are now being served less frequently because these persons require more time and support services than those who are more acceptable to employers and thus quicker to place. Since CBOs have traditionally served these least fortunate persons, their role is changing. CBOs are being forced to function more like vocational schools and community colleges, which they are not, and then they are being criticized for being less professional, having less credentialed teachers, and using older equipment. Changes are needed, and CBOs must work together with Congress to redirect JTPA

their responses from the Veterans' Administration, U.S. Department of Labor, and Employers' National Job Service Committee. (YLB)

ED 249 357 CE 039 763

Reynolds, Dorothy F.; Reeves, Joyce K.
The Peninsula Academies. Second Yearly Interim Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- AIR-20201-6/83-YIR(2)
PUB DATE- 1 Jul 83
NOTE- 60p.; For a related document, see CE 039 764.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Science; Cooperative Programs; *Disadvantaged Youth; *Dropout Prevention; Economically Disadvantaged; Educationally Disadvantaged; Education Work Relationship; *Electronics; High Schools; Minority Groups; *Nontraditional Education; Outcomes of Education; Potential Dropouts; *Program Effectiveness; School Business Relationship; Student Attrition
IDENTIFIERS- *Peninsula Academies Program; Sequoia Union High School District CA

The Peninsula Academies program operates two schools within schools, the electronics academy and the computer academy, in a three-year high school program for disadvantaged students labeled as potential dropouts in San Mateo County, California. A review of the performance of the Peninsula Academies program during its second year of operation (1982-83) showed that Academies students miss far fewer days of school than either their comparison group counterparts or students at their high schools as a whole. Mean scores and pass rates were also consistently higher for Academies students than for the non-Academy comparison groups on all three district proficiency tests--reading, mathematics, and written English. Academy students also had better grades and fewer "no credits" than their non-Academy comparison group counterparts. In addition, only 1 percent of Academy 10th-grade students dropped out of school this year compared to 8 percent of the comparison group. Attrition from the Academies program was significantly lower than last year. The survey data also presented a generally positive picture of the Academies this year. Students, parents, school

suggests that there is substantial support for Salomon's supplantation theory, where the choice of specific coding elements within a symbol system may affect the ease with which information is processed by a learner with different aptitude levels. (Author/KC)

ED 249 370 CE 039 795

Singer, Henry; Veeman, Frank
An Attrition Study of the Off Duty Air Force Education Program at McConnell AFB.
PUB DATE- 6 Aug 84
NOTE- 18p.; Presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Dropouts; *College Attendance; Dropout Characteristics; *Dropout Prevention; Dropout Research; Educational Research; *Military Personnel; Postsecondary Education; *Student Attrition; Student Characteristics; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- Air Force

A study examined the attrition problem as it affected a typical institution of higher learning supporting the education program at an Air Force base. The institution involved was Butler County Community College (BCCC), which offered classes at McConnell Air Force Base (AFB). In order to determine if the high attrition rate at McConnell was unique, 126 Air Force bases were surveyed as to the scope of their retention problems. The records of military students enrolled during the 1983 fall semester with BCCC were also examined. BCCC's attrition rate was higher than the overall Air Force average, although this disparity was perhaps explained by BCCC's emphasis on English and math classes. Colleges with high attrition rates usually had more students in their programs, charged lower tuition rates, had longer terms and a longer penalty-free drop period, and used fewer intervention techniques. Sex, race, and Air Force Qualification Exam scores had no apparent effect on retention, but age, education level, and military rank did have a significant impact. Students who withdrew were much less likely to return to classes than students who satisfactorily completed classes. A new student program to increase retention was recommended that included effective orientation, student

instructor's guide sheets for each task assignment sheet. Each guide sheet lists objectives, attitudes and values to be developed, one or more checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include lists of vocabulary, references appropriate for career exploration, practical arts videotapes, and ideas for addressing students with special needs. The 15 student task assignment sheets are also included. Each contains these components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for six families of the business and office cluster: management/ownership, clerical, secretarial, word processing, accounting, and data processing. (YLB)

ED 249 383 CE 039 833

Keeton, Martha; And Others
Transportation Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 107p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601. (A slide-tape presentation is available to accompany this document.)
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Bus Transportation; Career Education; *Career Exploration; *Competency Based Education; Course Descriptions; Junior High Schools; Learning Activities; *Maritime Education; *Practical Arts; Rail Transportation; *Seafarers; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; Trade and Industrial Education; *Transportation; Vocabulary Development
IDENTIFIERS- Kentucky; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in transportation occupations within a Practical Arts Education program for middle/junior high school students.

students with special needs. The 40 student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for three families of hospitality occupations--lodging, entertainment, and travel services--and for recreation occupations. (YLB)

ED 249 395 CE 039 853

Interchange. Program Improvement Products Identified through Networking.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Basic Skills; Career Development; Career Guidance; Communications; Disabilities; Economically Disadvantaged; Economic Development; Educationally Disadvantaged; *Educational Resources; Employment Potential; Exceptional Persons; *Guides; Information Dissemination; *Instructional Materials; Job Placement; Job Skills; Job Training; Leadership Qualities; Mainstreaming; Nontraditional Occupations; Postsecondary Education; Program Descriptions; Program Development; *Program Improvement; Public Relations; School Business Relationship; Secondary Education; Sex Fairness; Solar Energy; Staff Development; Technological Advancement; *Vocational Education

This catalog lists exemplary field-based program improvement products identified by the Dissemination and Utilization Products and Services Program (D&U) at the National Center for Research in Vocational Education. It is designed to increase awareness of these products among vocational educators and to provide information about them that facilitates effective use. Products are selected by D&U staff by screening various databases and by soliciting product nominations from vocational educators. Selection criteria include typical priorities, content, effectiveness, compatibility with existing programs, and cost-efficiency. The catalog lists products relevant to the following topics: adult occupational education,

ED 249 411 CG 017 730

Greene, A. L.
The Present of Things Future, Revisited...Again.
PUB DATE- Apr 84
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; *Age Differences; Aspiration; *Cognitive Development; Cognitive Processes; Higher Education; High Schools; *Time Perspective

Several writers have suggested that changes in temporal perspective during adolescence are largely a consequence of the cognitive acquisitions held to characterize the period (i.e., emergence of formal operations reasoning). To replicate earlier research, which found little association between adolescents' formal operations reasoning and future time perspective, 60 white adolescents (20 ninth graders, 20 twelfth graders, and 20 college sophomores) were interviewed. Each interview consisted of the randomized presentation of one formal operations reasoning task (the Balance Puzzle), and two future time perspective tasks (the Density of Future Events and the Future Sequence Arrangement tasks). While analysis of the relationship between grade level and future time perspective failed to obtain significance, grade level, interpreted to represent an index of socioeducational experience and context, significantly differentiated the futures envisioned by adolescents. The findings suggest that contrary to popular opinion, such factors as life span status, socioeducational experience, and context may make greater contributions to the composition of and changes in future time perspective during adolescence. (Author/JAC)

ED 249 412 CG 017 731

Miranti, S. V.; Freedman, P. E.
Effects on Learning of Relaxation Training with Mentally Retarded Adults.
PUB DATE- May 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Midwestern

PUB DATE- Aug 84
NOTE- 157p.; Tables are marginally legible due to small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Numerical/Quantitative Data (110)
DESCRIPTORS- Aging (Individuals); *Demography; Gerontology; *Health; *Older Adults; *Population Trends; Quality of Life; *Sociocultural Patterns; Socioeconomic Status
IDENTIFIERS- *Mortality Rates

This report (a substantial revision of a report issued in May, 1976 and reprinted in January, 1978) brings together and analyzes data on selected topics related to the demographic and socioeconomic aspects of aging, and the demographic and socioeconomic characteristics of the older population in the United States. The data come from the 1980 Census of Population, the Current Population Survey, the Census Bureau program of population estimates and projections, the vital statistics registration system, the National Health Survey, Social Security records, and other national data sources. The principal subjects treated are the numbers and proportions of older persons; age, sex, and race composition; geographic distribution and residential mobility; mortality, survival, and health; and various social and economic characteristics, including marital status and living arrangements, educational level, work status, and income. Mortality is considered in some detail both historically and prospectively since it is an important component of change in the size of the older population. The subject of health has been given separate and parallel treatment in this report, although fertility is given only a brief treatment. Numerous charts and tables supplement each subject area. (BL)

ED 249 427 CG 017 746

Forsyth, Nancy M.; Strong, Stanley R.
Differential Effectiveness of Theoretical Accounts for Paradox.
PUB DATE- Apr 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Psychology; Doctoral Programs; Professional Recognition; Program Design; Role Perception; *School Psychologists; Specialization
IDENTIFIERS- *Applied Developmental Psychology

The identity problems of school psychologists are complicated by the emergence of applied developmental psychology. Traditionally, school psychology has recognized developmental psychology as one of its major foundations; however, the two fields are not synonymous. School psychology also applies other disciplinary practices, and conversely, all applications of developmental psychology are not limited to school settings. Applied developmental psychology specifically refers to a doctoral specialty, characterized by an emphasis on developmental research and theory, training for a broad array of settings, a lifespan developmental model, and an interdisciplinary, consultative model. As such, licensure should be separate from clinical licensure. School psychology at the doctoral level may be better termed educational psychology, emphasizing research, evaluation, and consultation within the school setting. Professional recognition and acceptance of applied developmental psychology will depend upon the personal characteristics and attitudes of those in the field. (BL)

ED 249 442 CG 017 762

Zawadski, Rick T.; Gee, Stephen
Computerized Information Management in Long-Term Care: A Case Study. Technical Report No. 303.
On Lok Senior Health Services, San Francisco, CA.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Jul 82
NOTE- 29p.; Paper presented at the Annual Meeting of the Western Gerontological Society (30th, Anaheim, CA, March 17-21, 1984). Some figures are marginally legible due to small print.
GRANT- AoA-18-P-00156/9
AVAILABLE FROM- On Lok Senior Health Services, 1441 Powell Street, San Francisco, CA 94144 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Records; *Community Health Services; *Computer Oriented Programs; Computer Software; *Information Systems; Money

Human Resources.
PUB DATE- 24 Feb 84
NOTE- 257p.; Some portions may be marginally legible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Counseling Services; Crisis Intervention; *Drinking; Drug Abuse; *Drug Use; Family Involvement; Hearings; *Mental Disorders; *Parent Participation; Parent Role; Secondary Education; *Sexuality
IDENTIFIERS- Congress 98th

This document contains prepared statements, articles, and publications from the Congressional hearing on parental involvement with adolescents in crisis. The prepared statements include those by representatives of the Department of Health and Human Services, the Christian Medical Society, the National Federation of Parents for Drug-Free Youth, the National Family Planning and Reproductive Health Association, Teen-Aid, the Search Institute, the Alliance for the Mentally Ill, and medical professionals and educators. Topics covered include alcohol abuse, drug dependence, premature sexual involvement, and mental illness. Articles and publications provided include information from 1980, 1982, and 1983 Gallup Polls, a Senate resolution supporting parental involvement with adolescent problems, and a national study on young adolescents and their parents. (BL)

ED 249 457 CG 017 777

Fuertes, Max E.; And Others
Fear of Crime in the Elderly: A Longitudinal Study.
PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For related research, see ED 244 196.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crime; *Fear; Individual Power; Locus of Control; *Older Adults; *Personal Autonomy; Physical Health; Physical Mobility; Residential Patterns

To investigate correlates of fear of crime and physical mobility

ED 249 471 CS 007 800

Weinshank, Annette; And Others
Learning from Experience to Improve Outcomes in Reading: A Case Study. Research Series No. 149.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-149
PUB DATE- Jun 84
NOTE- 17p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Diagnostic Teaching; Grade 7; Instructional Improvement; Junior High Schools; Listening Comprehension; Oral Reading; Reading Achievement; Reading Comprehension; *Reading Diagnosis; *Reading Improvement; *Reading Instruction; Reading Research; *Remedial Reading; Silent Reading; Teacher Effectiveness; Word Recognition

A study of the requisite processes for establishing diagnostic validity in reading was conducted in a seventh grade remedial reading classroom. The study's objectives were to (1) collect reliable diagnostic data on each student's performance in word recognition, oral reading, silent reading comprehension, and listening comprehension before and after the year's instruction; (2) document the teacher's instructional practices; (3) link outcomes with instruction; and (4) return diagnostic and outcome information to the teacher. On the basis of this information, the teacher made instructional adjustments for the next year's program in the areas of word recognition and oral reading. The diagnostic results for the following year showed improvement in student achievement in those areas. The results also indicated that an unobtrusive system for establishing diagnostic validity can be successfully introduced into the classroom. (Author/HTH)

Dirie, Mohamed Farah
Handwriting Manual for Primary Teachers in Somalia. African Studies in Curriculum Development & Evaluation No. 61.
German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
SPONS. AGENCY- African Curriculum Organisation.
PUB DATE- 82
NOTE- 61p.; Document is marginally legible. Submitted in partial fulfillment of the requirements for the Post Graduate Diploma in Curriculum Development, University of Nairobi.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; Elementary Education; Foreign Countries; *Handwriting; Instructional Materials; Lesson Plans; *Manuscript Writing (Handlettering); Teaching Guides; Test Construction; Visual Aids; *Writing Evaluation; *Writing Instruction; *Writing Skills
IDENTIFIERS- Somalia

Concern over the poor and illegible handwriting of the students in Somalia led to the development of this handwriting manual for primary school teachers to: (1) give teachers guidance in teaching handwriting; (2) help teachers in the methodology of teaching handwriting; (3) let teachers know the easier ways of making cheap and obtainable materials for handwriting; and (4) show teachers how to evaluate handwriting. The first chapter provides general information about learning and includes sections on learning with the five senses, activities with movement for growing and learning, learning by imitation, meaningful learning, practice in learning, influence of punishment and failure on learning, learning by doing, and how students learn handwriting. The focus of the second chapter is on manuscript writing with discussion centered on the modern way of writing capital letters, why capital letters are taught in manuscript, why capital letters are taught before lower case letters, the help of squared paper, the use of capital letters, and correct position for writing. The third chapter discusses games for the teaching of handwriting, and the final chapter presents information for teaching and evaluating handwriting, with sections on how to teach handwriting, how to plan a lesson, how to make a lesson interesting, what to use in teaching handwriting, what to do when handwriting is taught, why handwriting is evaluated, how to evaluate handwriting, how to evaluate daily practice in handwriting, how to give marks on handwriting papers, and how to construct handwriting tests. (HOD)

Dosi, Salma

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.

African Curriculum Organisation.

SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).

PUB DATE- Aug 83

NOTE- 45p.; Original document marginally legible. Requirements for the Post-Graduate Diploma in Curriculum Development, University of Nairobi.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Content Analysis; *Developing Nations; *Elementary Education; Elementary School Curriculum; *English (Second Language); Language Proficiency; Program Effectiveness; *Second Language Learning; Sequential Learning; *Textbook Evaluation; Textbook Publication; *Textbook Research; Textbook Standards

IDENTIFIERS- Kiswahili; *Tanzania

A study conducted to determine the effectiveness of books one and two of "Primary English for Tanzania," currently in use in all elementary schools in that country, had two primary purposes: to provide feedback to curriculum developers and publishers for effective revision of the texts, and to increase the awareness and involvement of the college tutors and teachers who will implement the program. Specifically, the study tried to discover if (1) the content is sequenced according to the ability of the learner, (2) the books have enough exercises to enable pupils to acquire the necessary language communication skills, and (3) the books are attractive to both the learners and the teachers. The study sample included 588 third and fourth grade pupils in two elementary schools, their English language teachers, their head teachers, and a tutor from a local college of education. Data from three instruments--a pupil's achievement test, a teacher's questionnaire, and structured interviews--were analyzed to determine pupil achievement and to discover the opinions of learners and teachers. Findings indicate that in general pupils and teachers were satisfied with the content of the texts. (Appendixes contain copies of measures used in the study.) (RBW)

ED 249 502

CS 208 594

ED 249 515 CS 208 608

Christensen, Linda, Ed.; And Others
A Guide to Teaching Creative Writing: Fiction.
Wisconsin Univ., Madison. School of Education.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Wisconsin Improvement Program, Madison.; Wisconsin Univ., Madison, Univ. Extension.
PUB DATE- 82
NOTE- 42p.; For other guides in this series, see CS 208 605.
AVAILABLE FROM- Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; Evaluation Criteria; *Fiction; Lesson Plans; *Literary Devices; Mythology; Science Fiction; Short Stories; Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- National Writing Project; Wisconsin Writing Project

Intended for both elementary and secondary school teachers who have little or no experience in teaching creative fiction writing, this booklet presents sample lesson plans for writing short stories, fables, myths, mysteries, science fiction, and historical fiction. The lesson plans discuss such elements as plot, setting, characterization, mood, and conflict. Each lesson format is designed around the five elements of subject, purpose, form, speaker, and audience. In addition, the lesson plans are written on the premise that the writing process of prewriting, composing, and revising/editing is used for every assignment. Samples of student writing are included. Appendixes provide an evaluation checklist, a list of the forms of fiction, and a glossary. (HOD)

ED 249 516 CS 208 609

Christensen, Linda, Ed.; And Others
A Guide to Stimulating Student Writing.
Wisconsin Univ., Madison. School of Education.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Wisconsin Improvement Program, Madison.;

English Textbooks Based on Research and Theory--A Possible Dream.
PUB DATE- 84
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; *English Instruction; *Publishing Industry; Textbook Content; *Textbook Preparation; *Textbook Publication; Writing Instruction
IDENTIFIERS- *Theory Practice Relationship

Research based text materials will probably never dominate the textbook market. To begin with, translating theory and research into practice is a chancy business. There are also creative problems such as the inherent oversimplification involved in textbook writing. Every textbook writer who has been a classroom teacher will acknowledge that such oversimplification exists, especially in areas like brainstorming, discussion, and small group work, where classroom instruction should be fluid and productively digressive. In addition, there are commercial problems. For example, publishers have an understandable stake in producing "recognizable" materials, and big changes represent financial risks to them. Nevertheless some progress is being made--the clones of Warriner and the look-alike anthologies have probably reached their peak. One sign is the National Council of Teachers of English's modest entry into the area of supplementary materials for classroom use. The experimental Student Guide Series will begin in 1985 with two theory/research based books that integrate thinking skills and English language arts. Although publishers are more or less skittish about what they see as innovative approaches, some of them will invest in the development of materials that try to represent the best knowledge about the teaching of English. (HOD)

ED 249 531 CS 208 626

Catalog of Instructional Materials in English and Dictionaries, 1983-1985.
California State Dept. of Education, Sacramento.
PUB DATE- 83
NOTE- 91p.
AVAILABLE FROM- California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.85).
LANGUAGE- English

Rankis, Olaf E.; Biggers, J. Thompson
North and Latin American Business Negotiations: An Assessment of
Differences in Interpersonal Perception.
PUB DATE- Nov 82
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech
Communication Association (68th, Louisville, KY, November 4-7,
1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Behavior Patterns; *Business
Communication; *Communication Problems; Communication Research
Comparative Analysis; *Cultural Differences; *Intercultural
Communication; *Latin American Culture; Latin Americans; Nonverbal
Communication; *North American Culture; Perception; Speech
Communication

Both North American and Latin American business professionals were investigated in a study that focused on the perceived communication problems between the two groups. A number of major areas of interest were considered, including the following: (1) source of credibility (what dimensions of personality were seen as most desirable in the intercultural business counterpart); (2) locus of power (which group was perceived as most influential during the negotiation process); (3) competitive posture (business equality and aggressiveness); (4) communication uncertainty (the degree to which individuals felt sure of themselves in the negotiation context); (5) perceived understanding of communication intent; (6) decision making style; (7) perceived apprehension during the encounter; and (8) nonverbal behavioral differences. The communication assessment instrument that was used contained five sections of eight communication constructs. The data were collected in two separate stages: first from 30 bank executives representing various locations in Latin America, and second from subjects interviewed at the Miami Florida International Airport. Results indicated several perceptual differences existing between North American and Latin American business professionals, as well as some striking similarities. Members of both groups were very aware of the great possibility of being misunderstood by the other group. (HOD)

PUB DATE- 4 Nov 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Equipment; Educational Facilities; *Equipment Maintenance; Higher Education; *Journalism Education; Media Research; *Radio; *School Surveys; *Television; *Video Equipment
IDENTIFIERS- *Broadcast Journalism

To assist broadcast educators who frequently find themselves short on information when they make arguments for equipment purchases or advocate policies for radio or television labs, a survey was conducted of educators at 278 schools with broadcast programs. Replies were received from 108 educators in radio programs and 112 in television programs. Among the findings were the following: (1) radio students had more than twice as much time available to them per week as the television students; (2) television students had access to open labs approximately 45 minutes per week on the average; (3) less than one-fourth of the respondents had programs that charged lab fees for radio or television courses; (4) the majority of the radio labs were open both days and evenings with less than one-fourth open days only; (5) television labs were not as available as radio labs; (6) the majority of both radio and television programs had either "professionals" such as engineers and technicians, or service contracts to maintain equipment; (7) in radio programs, approximately 40% of the respondents could get equipment repaired the same day; in television, 47% could get same-day service; (8) only 40% of the respondents said equipment was checked daily or weekly; and (9) of the 112 television respondents, 75 replied that they had electronic news gathering equipment. (HOD)

ED 249 561 CS 504 722

Thomas, David A.; Corsi, Jerome R.
Extending the Boundaries of Debate Theory: A Value-Bounded Policy Decision Making Paradigm.
PUB DATE- 3 Nov 84
NOTE- 44p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

ED 249 575 EA 017 090

Bryan, Robert
History, Pseudo-History, Anti-History: How Public School Textbooks Treat Religion. Policy Studies in Education.
PUB DATE- 84
NOTE- 21p.
AVAILABLE FROM- Publications Sales, LEARN, Inc., 655 Fifteenth Street, N.W., Suite 310, Washington, DC 20005 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Influences; *History Textbooks; *Public Schools; *Religious Factors; Scholarship; Secondary Education; *Textbook Bias; Textbook Content; *Textbook Selection; Textbook Standards; United States History
IDENTIFIERS- Montgomery County Public Schools MD

American schools use history textbooks that distort history by slighting the influence of religion on customs and institutions. The textbooks used in Montgomery County, Maryland--a highly regarded district--may be considered a sample of those used in the nation's best schools. Yet among these texts there is a remarkable consensus that, after 1700, Christianity had no historical presence in America; even within the colonial period, the treatment of Christianity is incomplete, incompetent, and patronizing, imparting to students contempt for the past rather than an understanding of it. Several examples illustrate factual errors that can be attributed simply to the textbook author's ignorance. The document contends, however, that fallacies, such as oversimplification and anachronism, occur because the authors of history texts hold their readers' intellects in contempt. Presenting historical figures and events as mere symbols of ideas, they create a caricature of history to advance the thesis that America was settled as a refuge from religion. By disregarding Christianity in early America, the texts disregard the world view that informed a society, and thus fail to teach history. Because they make no attempt to transcend their authors' opinions, and especially because they neglect historical fact, these books must be condemned. (MCG)

ED 249 589 EA 017 114

Quellmalz, Edys S.
Designing an Integrated Instructional and Assessment System for Critical Thinking Skills.
PUB DATE- Jun 84
NOTE- 22p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *Critical Thinking; *Curriculum Development; Elementary Secondary Education; Instructional Improvement; Interpretive Skills; Learning Strategies; *Mastery Learning; Problem Solving; *Program Design; Program Development; Reading Instruction; Student Evaluation
IDENTIFIERS- MAP Critical Thinking Project; Pittsburgh School District PA

This paper examines problems involved in designing an integrated system to teach and assess critical thinking skills in the classroom, and describes the Monitor Achievement in Pittsburgh (MAP) Critical Thinking Project, an attempt to draw upon research from diverse disciplines in developing an effective pilot project in the Pittsburgh public school system. After a brief description of the MAP project, literature is reviewed which bears on the problem of designing critical thinking programs in general, and on the form of this project in particular. Topics include (1) definitions of critical thinking, (2) analyses of critical thinking, (3) elements of cognition, and (4) critical thinking and problem solving. The MAP Critical Thinking Project's developing concept of critical thinking is then defined, followed by a discussion of the assessment component, implications of cognitive learning research for instructional design, approaches to critical thinking instruction, and the institutional context. Resources for teaching critical thinking in the classroom are reviewed, and past curriculum projects are described. The paper concludes by emphasizing the challenge of designing an integrated system for critical thinking and the need for systematic study of effective teaching strategies. (TE)

ED 249 603 EA [illegible]7 153

Participation and Equity in Australian Schools. The Goal of Full Secondary Education.

Australian Commonwealth Schools Commission, Canberra.

REPORT NO.- ISBN-0-642-8741-3
PUB DATE- Mar 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Access to Education; *Dropout Prevention; Dropout Rate; Educational Opportunities; *Equal Education; Nondiscriminatory Education; Objectives; Program Administration; *Program Content; *Program Development; Programs; School Holding Power; School Statistics; Secondary Education
IDENTIFIERS- *Australia; Commonwealth Schools Commission; *Participation and Equity Program

This report analyzes the Participation and Equity Program's two objectives of reducing significantly the number of Australian students prematurely leaving full-time education and of fostering more equal education, and discusses strategies for achieving these objectives. Following a statement by the Minister of Education and Youth Affairs and an introduction, chapters are devoted to the following: state and commonwealth initiatives, selected statistics on participation and retention and participation and equity, basic principles and objectives of the Participation and Equity Program, proposed areas for action, operation of the program, administrative arrangements, and recommendations. A directory of School Commission offices in each state capital concludes the report. (Author/DCS)

ED 249 604 EA 017 154

The Comprehensive Education Plan, SY 1984-85. Quality Teaching and Learning: A Blueprint for Continued Success.

District of Columbia Public Schools, Washington, D.C.

PUB DATE- Jul 84
NOTE- 623p.
LANGUAGE- English

Curriculum Development; *Management Development; *Management Systems; *Models; *Relevance (Education); Skill Obsolescence; Specialization; *Technological Advancement

The current rate of technological change demands changes in the ways educational administrators are trained. On one hand, administrators need more systematic inservice programs to update their skills and they themselves must provide their staffs improved inservice training. On the other hand, increasing specialization precludes administrators from mastering all the activities they manage; preservice education must therefore ground them in the fundamentals of learning theory, pedagogy, communication, and leadership, but most importantly, teach them how to learn. Accompanying these changes, the accelerating pace of life and increasing transience will affect schools' counseling services, organizational dynamics, and employment practices; telecommunications will alter the physical and social structures of both work and learning; and job obsolescence, particularly affecting unskilled workers, will increase pressures for more effective schooling. Obviously there is no simple answer to this challenge, but two concepts combine to provide a general model for administrator education. The first of these identifies fundamentals of management: systems theory, decision theory, understanding of group and individual behavior, and distilled managing experience. The second describes foundations of curriculum development. These concepts can guide a cohesive and articulated program to prepare administrators for the 21st century. (MCG)

ED 249 619 EA 017 182

Johnson, William L.; Nussbaum, Claire

Management and Research Perspectives on the CFK School Climate Instrument.

PUB DATE- Mar 84

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Data Analysis; *Educational Environment; *Evaluation; Factor Analysis; *Multivariate Analysis; *Psychometrics; Reliability; *Research Methodology; Secondary Education; Statistical Analysis; Statistical Studies; Validity

IDENTIFIERS- CFK Ltd School Climate Profile (Fox et al)

This document investigates the widely used school climate financial capabilities. (MD)

ED 249 633 EA 017 199

Lezotte, Lawrence W.
Equality of Educational Programs within a School District: Three Criteria of Equality--Access, Participation, and Outcomes--Applied.
PUB DATE- Apr 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Definitions; *Educational Change; Elementary Secondary Education; *Equal Education; Females; Mathematics Education; Minority Groups; *Participation; *Program Evaluation; Standards; Student Participation; Teacher Student Relationship; Time Factors (Learning)

A positive approach to advancing educational equity across a district is to see educational equity as a school-level problem that requires planned change. The success of such an approach depends on the care taken to define educational equity. The definition must encompass three characteristics: a sense of construct validity, preciseness, and endurance. When working toward "equity," program evaluation becomes change-over-time. Three criteria for evaluating change-over-time are presented: first, access to services; second, participation rates by subsets of a school's pupil populations; and third, analysis of outcomes of services in terms of increased pupil performance. Analysis of outcomes is the most demanding of the three equity standards. If schools are able to produce more equitable educational outcomes, the need for carefully monitoring equality of access or equality of participation in education becomes less necessary. (MD)

ED 249 634 EA 017 200

ED 249 648 EA 017 225

Kingston, Alan W.
The History of Wisconsin's General State Aid Formula for Elementary and High School Districts. Bulletin No. 4324.
Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO.- WDPI-Bull-4324
PUB DATE- 84
NOTE- 225p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Historical Materials (060) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Assessment; Educational Equity (Finance); Elementary Secondary Education; *Equalization Aid; Finance Reform; Government School Relationship; Policy Formation; Politics of Education; Resource Allocation; *State Action; *State Agencies; *State Aid; State Government; State History; *State Legislation; State School District Relationship; Statewide Planning
IDENTIFIERS- State Aid Formulas; *Wisconsin

This document is a history of Wisconsin's equalization aid formula, embodying all the formula studies conducted since 1947, along with all the actions taken by Wisconsin legislatures and governors since 1927. The introduction provides the constitutional and statutory rationale for state education aid, and lists the committees that have studied the general state aid formula and whose recommendations have influenced state funding. These committees, their findings and recommendations, and consequent legislation are described chronologically in the next seven chapters, entitled as follows: (1) "1947-55: The Commission on Improvement of the Educational System and Chapter 600"; (2) "1955-63: The Wisconsin White House Conference"; (3) "1963-67: The Committee of 25"; (4) "1967-69: Task Force on Local Government Finance and Organization in Wisconsin"; (5) "1969-72: The Governor's Commission on Education"; (6) "1972-76: The Governor's Task Force on Educational Financing and Property Tax Reform"; and (7) "1976-82: The Commission on State-Local Relations and Financing Policy." Chapter 8 summarizes the history of Wisconsin's equalization formulas and the changes in the general state aid formula. Appendix A describes the Tax Increment Law of 1975, and Appendix B provides the text of the Wisconsin Supreme Court Decision, "Buse vs. Smith," declaring negative-aid provisions unconstitutional. (TE) more involvement of district office personnel. A bibliography is included, along with nine appendixes that comprise the text of the new policy and the survey instruments used in the investigation. (TE)

ED 249 662 EA 017 262

Townsend, David
Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Summary Report.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Jun 84
NOTE- 71p.; For Final Report, see EA 017 261.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Evaluation Methods; Feedback; Foreign Countries; Program Development; Program Effectiveness; *Program Implementation; Program Improvement; Questionnaires; Secondary Education; Surveys; *Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- Canada; Lethbridge School District (Canada)

This report has been prepared as a summary of an indepth study of the implementation of a policy of teacher supervision and evaluation in the secondary schools of Lethbridge (Alberta) School District No. 51. The new policy provided for the development of staff models of supervision in each school and a systemwide teacher evaluation process. The investigation focused on (1) critical stages in the implementation process; (2) supervisory behavior and supervisory styles; (3) teacher attitudes, behaviors, and levels of performance; (4) adaptations of the models as a result of implementation; (5) cycles of supervision and evaluation; (6) students' perceptions; and (7) potentially useful guiding principles. Following the summary of the original findings, the report presents 11 recommendations: (1) policy development should involve teachers and administrators at all stages; (2) development and implementation should occur over time, perhaps 3-5 years; (3) the essential components of supervision and evaluation models should be known prior to implementation; (4) policies should reflect current research findings; (5) inservice education should precede and accompany all stages of implementation; (6) onsite training for teachers and supervisors should be considered; (7) all

evaluation procedures, and a selected bibliography. The document also describes the manner in which the Kansas State Department of Education requirments are fulfilled. In addition, special education-related resources available in Topeka are summarized. Courses address such topics as educational research; methods, materials, and curriculum; assessment; behavior management; reading; and issues in modern American education. (Author/CL)

ED 249 678 EC 170 476

Lincoln, Yvonna S.
The Qualitative Construction of Family Histories: The Problem of Multiple Realities and Causality in the Press for Independence.
Kansas Univ., Lawrence.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- Apr 84
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Produced at the Research and Training Center.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Coping; *Disabilities; *Emotional Adjustment; *Family Attitudes; *Family Relationship; Family Role; Intervention; Mental Retardation; Physical Disabilities; *Research Methodology; Stress Variables

A study is described which analyzed 12 families chosen from a five-state area. The families consisted of seven with mental retardation handicapped members, and five with orthopedically handicapped members. Each family was analyzed in terms of family members' contributions to the dependence or independence desired by the handicapped member. Specifically, the study examined the extent to which individual family members and significant others wove stories around the handicap and their roles in coping with it. In depth, repeated, in-home, unstructured interviews and observations of families were carried out. Interviews were taped and transcriptions of the tapes and notes were content analyzed. Three products resulted: a series of case studies illustratng interventions for families at various stress points in the family cycle; a model for family structure, functions, and life cycles to point out changing family structure and the evolution of new roles

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Mental Retardation; Models; *National Surveys; *Research Methodology; Residential Programs

This paper describes the development of a taxonomy of residential facilities for mentally retarded people based on program model, size, and operation. Data are presented on the use of the classification system in a national survey of 15,633 residential facilities for mentally retarded persons in the United States. Program models are defined (supported natural home, foster home, group residence, semi-independent living facility, supported independent living, board and supervision facility, personal care home, and specialized nursing facility) and national summary data are provided. Classificatory problems are discussed (primarily confusion over distinctions among boarding and supervision facilities, foster homes, and personal care homes) and suggested refinements to the taxonomy are presented. (Author/CL)

ED 249 694 EC 170 495

Jones, Reginald L., Ed.
Attitudes and Attitude Change in Special Education: Theory and Practice.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-137-4
PUB DATE- 84
NOTE- 270p.
CONTRACT- 400-81-0031
AVAILABLE FROM- The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($20.00 non-member, $17.00 member, Publication No. 260).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Attitude Change; *Attitudes; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Learning Disabilities; Mental Retardation; Physical Disabilities; Research Methodology; Special Education; *Student Attitudes; Teacher Attitudes

Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Creative Development; *Creative Writing; Learning Activities; *Mild Mental Retardation; Teacher Role; *Writing (Composition)

The value of creative writing instruction for educable mentally handicapped adolescents is considered and suggestions are provided regarding the development of creative writing activities. Suggestions touch on the students' needs for success, age-appropriate materials, continuity to strengthen concepts of cause and effects, and help in social relationships. A list of suggestions for creative writing activities is provided that presents information on procedures, student responses, and objectives for activities to promote word association, narrative skill, and responses to art. It is suggested that the teacher's role is one of an evaluator of students' strengths rather than one of a corrector of writing samples. (CL)

ED 249 710 EC 170 811

Keeping Families Together: Providing Respite and Other Short-Term Care for People with Disabilites.
Alaska Crippled Children & Adults, Fairbanks.
SPONS. AGENCY- Alaska Governor's Council for the Handicapped and Gifted, Fairbanks.
PUB DATE- 83
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Programs; *Disabilities; Elementary Secondary Education; Parent Materials; *Program Development; *Respite Care

The book examines approaches for developing supports for families with special needs. Following a brief introduction to the needs of families with disabled family members, a section considers basic questions to be used in determining the needs of individuals within the family and of the family as a whole. An example of short-term care services is offered. Next, steps in deciding the types of family support to obtain are considered. Three types of respite care (in the family's own home, in a respite worker's home, and in a center) are explored and examples of each are given along with sample forms and a discussion of provider qualities and training. Additional aspects of respite care addressed are financial

Council of Chief State School Officers, Washington, D.C.; National Association of State Boards of Education, Alexandria, VA.; National Conference of State Legislatures, Washington, D.C.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
PUB DATE- 82
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Software; Costs; *Disabilities; *Educational Technology; Elementary Secondary Education; Microcomputers; *Policy Formation; Program Administration; Special Education

Intended for policymakers, this brief addresses issues related to computer technology and its contributions to special education. Trends are noted and three types of applications are considered: computer assisted instruction, computer managed instruction, and computer support activities. Descriptions of several computer applications in local and state education agencies are provided, including references for further information. Tables illustrate the range of administrative information capabilities of the computer in regular and special education administration. An annotated bibliography is included that cites technology periodicals and Special Education Program projects. The instructional applications of CAI (including drill and practice, simulation and games, and computer literacy) are considered and instructional benefits and drawbacks such as immediate feedback and the difficulties some handicapped children have with reading and typing are noted. A final section focuses on human and organizational issues (such as resistance to change, teacher training, and equity) and on technical issues (cost, accommodations, courseware, and hardware). (CL)

ED 249 727 EC 170 839

Herr, Stanley S.
Issues in Human Rights: A Guide for Parents, Professionals, Policymakers and All Those Who Are Concerned about the Rights of Mentally Retarded and Developmentally Disabled People.
Young Adult Inst. & Workshop, Inc., New York, NY.
PUB DATE- 84

Brown, Paula M.; Dell, Gary S.
The Role of Inference in Effective Communication.
PUB DATE- Jun 84
NOTE- 16p.; A Working Paper presented at the International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Communication Skills; *Hearing Impairments; *Logical Thinking
IDENTIFIERS- *Inference

A study was conducted to determine whether speakers vary the explicitness of a message in accordance with a listener's likelihood of inferring the intended information. Thirty-six hearing and hearing-impaired college students were asked to read a series of 20 paragraphs. After each one, they were to re-tell the story in their own words to the examiner. The hearing-impaired students were instructed to use either speech or simultaneous communication, whichever was their more comfortable means of communication. After all the stories were finished, the Ss were given an instrument recall test. A coding of "1" indicated that the speaker explicitly mentioned the instrument along with the action. On the main dependent variable, the number of "1's," the performance of the hearing and hearing-impaired students were quite similar. For both groups the main effect of frequency was highly significant. The effect of importance approached, but did not reach, significance. There was a significantly greater tendency to explicitly mention the less likely or infrequent instrument than the frequent one. Thus both groups of speakers conformed to the Gricean Maxim of "quantity" by only being explicit when to do otherwise would have been misleading. The success of the speakers in drawing inferences was measured by the recall task. There were some differences here between the hearing and hearing-impaired speakers. The hearing speakers made very few errors in recall. However, the hearing-impaired speakers erred on 10-15% of the items, and almost all of these recall errors involved infrequent instruments. The study revealed that both hearing and hearing-impaired speakers structure their messages in accordance with the inferential needs of their listeners. It also suggested that both groups automatically infer the most likely instrument during input, but that the hearing-impaired speakers may be less sensitive to the resulting discrepancies. (Author/CL)

toward serving the needs of high-risk youth. (KC)

ED 249 345 CE 039 025

Brown, Larry
Community Based Organizations. The Challenges of the Job Training
  Partnership Act.
PUB DATE- 5 Jun 84
NOTE- 28p.; For related documents, see CE 039 023-024. Paper
  presented at the National Youth Employment Coalition Symposium on
  "Training Disadvantaged Youth--The Future Role of Community-Based
  Organizations" (New York, NY, June 5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Agency Role; *Community Action; Community
  Cooperation; Community Involvement; Community Organizations;
  *Community Programs; *Disadvantaged Youth; Employment Problems;
  *Employment Programs; Federal Programs; Federal Regulation;
  *Federal State Relationship; Government Role; Program Improvement;
  Public Agencies; Statewide Planning; Young Adults; *Youth
  Employment
IDENTIFIERS- Department of Labor; *Job Training Partnership Act 1982;
  Private Industry Councils

The advent of the Job Training Partnership Act (JTPA) has not been favorable to community-based organizations (CBOs) serving unemployed young people. The overall decline in the amount of money available for employment training is one reason for the reduction in services, but it is not the sole reason. The transition to the new act itself is also part of the problem, although recent studies seem to indicate no inherent problems in the design of JTPA. This paper presents the problem as, chiefly, a problem of direction, interpretation, and education, and suggests that the crux of the problem lies with the U.S. Department of Labor's Employment and Training Administration (ETA). ETA, it is claimed, has abdicated its leadership role in directing how the states will implement the provisions of JTPA. The regulations it creates are sparse and parrot the act itself. Technical assistance and ETA staff have been radically reduced. However, despite the position of ETA, the states need and want additional direction. JTPA has resulted in new staff and Private Industry Council members at both the state and local level. Although these persons do not carry the mistakes of the personnel, and private industry representatives all gave the overall program high ratings. Recommendations were made for strengthening the program in the areas of clarification of the lines of responsibility for program management, better documentation of the computer laboratory curriculum, better inservice for the instructional staff, better definition of the target population, and more efforts at keeping parents informed. (KC)

ED 249 358 CE 039 764

Reynolds, Dorothy F.
The Peninsula Academies. Third Yearly Interim Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- AIR-20201-7/84-YIR(3)
PUB DATE- 7 Jul 84
NOTE- 73p.; For a related document, see CE 039 763.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; Career Education; Comparative Analysis; *Computer Science; Dropout Rate; Educational Benefits; *Educationally Disadvantaged; *Electronics; Job Placement; *Minority Groups; *Nontraditional Education; *Program Effectiveness; Program Evaluation; School Holding Power; Secondary Education; Student Attrition; Student Employment; Student Evaluation; Trade and Industrial Education; Unemployment; Work Experience Programs; Youth Employment
IDENTIFIERS- *Peninsula Academies Program; Sequoia Union High School District CA

The performance of the Peninsula Academies of Electronics and Computer Technology was assessed for the program's third year of operation in two host schools in the Sequoia Union High School District. Data were collected for approximately 190 Academy students and for a comparison group of non-Academy students. Academies students missed fewer days of school, and on the average earned as many or more credits toward high school graduation. Academy students achieved higher pass rates on the district proficiency tests in reading, mathematics, and writing, and had higher average scores on all but one test at one grade level. For Academy students, the overall rate of attrition for 1983-84 was

assessment, appropriate placement, student followup shortly after the start of classes, and personalized early counseling. (YLB)

ED 249 371 CE 039 800

Dean, Gary J.; Eriksen, Jan P.
Academic Counseling for Adults in Transition to High-Tech Careers.
PUB DATE- Nov 84
NOTE- 28p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; *Adult Counseling; Adult Development; Adult Education; *Career Change; Career Counseling; Career Development; Counseling Services; Counseling Techniques; *Counselor Role; Educational Research; *Midlife Transitions; *Nontraditional Students; Postsecondary Education; Technological Advancement

The basis for mid-career changes is investigated and ways in which academic counselors can help adults make the transition to a postsecondary educational institution are examined. Two general areas for initiating midcareer changes can be identified: personal motivations and environmental pressures. Nancy Schlossberg (1984) has developed a comprehensive model that serves as a guide for understanding the nature of adult transitions and determining how academic counselors can assist adults in transition. The model has these components: the transition itself, the environment in which the transition occurs, and the personal characteristics, psychological resources, and coping responses of the individual. Despite the requirements of long preparation time and high starting qualifications, high technology careers are popular targets for adults in mid-career changes because of the good employment outlook and compatible job duties. An informal survey conducted with nontraditional degree-seeking new students at the Ohio State University indicates that these students entering college face other transitions in their lives. To help adults in transition, academic counselors should be aware of the issues and use counseling skills effectively. Program changes should be made to ease the transition to college for adult students. Counselors should make the adult assume responsibility for all decisions, keep counseling general, focus counseling on the academic program, focus

Introductory materials include the program master sequence, a list of transportation occupations (land, water and aerospace transportation families), an overview of the competency-based instructional system for practical arts, and a narration for a slide-tape presentation. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these guide sheets present objectives, attitudes and values to be developed, one or more checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include lists of vocabulary, practical arts videotapes, references appropriate for career exploration, and ideas for addressing students with special needs. The 12 student task assignment sheets are also included. Each contains these components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. The tasks focus primarily on auto mechanics and include such activities as disassembling, repairing, reassembling and maintaining two- and four-cycle engines. (YLB)

ED 249 384 CE 039 834

Keeton, Martha; McKinley, Douglas

Marine Science Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

Kentucky State Dept. of Education, Frankfort.

PUB DATE- 83
NOTE- 52p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Education; *Career Exploration; *Competency Based Education; Course Descriptions; Fisheries; Junior High Schools; Learning Activities; Marine Biology; *Marine Education; *Oceanography; *Practical Arts; Science Education; *Seafarers; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; Vocational Education; Water

basic skills, business-industry-labor linkages, communications, economic development, employability skills, equity, evaluation, personnel development, planning, special populations, and technology. Summaries of each product describe the nature of the product, its source, date when developed, and price. Ordering information is also provided. (KC)

ED 249 396　　　　　　　　　　　　CE 039 859

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employer's Manual. Office Occupations.

Columbus Area Vocational-Technical School, GA.; Georgia State Univ., Atlanta.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

PUB DATE- 82

NOTE- 265p.; For related documents, see CE 039 860-865.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Clerical Occupations; Individualized Instruction; *Insurance Companies; Job Skills; Learning Activities; Occupational Information; Office Occupations Education; *Office Practice; Postsecondary Education; *Simulation; Student Evaluation; Teaching Guides; *Typewriting

This employer's manual is part of a position simulation developed for use in an office applications laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to become familiar with the tasks and duties performed by a clerk-typist working for an independent insurance agency. The employer's manual serves as a general guide to the position simulation. It provides a description of the company, a company organizational chart, information on when to use the simulation, lists of required equipment and references, information on the instructor's role, and information on and forms for student/employee evaluation. Reproduction masters for forms required for tasks in the student packets are also provided. The final section contains the keys to the tasks in the student packets. Instructor Guide Sheets, which precede each key, indicate unit title; description of task; required materials, supplies, and/or equipment; and suggested requirements. (YLB)

Psychological Association (56th, Chicago, IL, May 3-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Anxiety; Comparative Analysis; *Learning; Males; *Mental Retardation; Performance Factors; *Relaxation Training; Self Evaluation (Individuals)

Research has documented that individuals with mental retardation can learn and benefit from relaxation training. To investigate the effects of anxiety reduction through relaxation training on the performance of a complex learning task, 15 mentally retarded adult males were studied. Following performance on an anxiety measure, subjects were assigned to either the experimental, relaxation training (RT) group or the control, assertiveness training (AT) group. Experimental group subjects participated in progressive muscle relaxation exercises, while control subjects participated in an operant-based assertiveness training program. Following the training, subjects attempted to solve button maze tasks. Data were collected on self-reported and experimenter-rated anxiety. A posttest session, without intervention, was conducted after 1 week. An analysis of the results showed that on the posttest learning task, RT group performance was superior to AT group performance. Self-assessment and experimenter ratings of anxiety for both groups were initially equivalent but diverged quickly in subsequent sessions, with the RT group demonstrating less anxiety and better anxiety control than the AT group. These findings suggest that retarded individuals can learn muscle relaxation and can benefit from its results. (BL)

ED 249 413 CG 017 732

Ramey, Luellen
Re-Employment Training: Evaluation of the Oakland University RECAP/JETS Program.
Oakland Univ., Rochester, Mich.
PUB DATE- Aug 84
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Counseling; *Dislocated Workers; *Job Training; Program Descriptions; *Program Design; Program Effectiveness;

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; Behavior Modification; College Students; *Counseling Effectiveness; Counseling Techniques; Higher Education; *Paradox
IDENTIFIERS- *Impression Management; Procrastination; *Reactance (Psychology)

Paradoxical techniques in counseling consist of directing clients to practice the symptom which is causing them psychological distress. Both impression management theory and reactance theory have been advanced to explain the efficacy of such techniques. To examine the effectiveness of paradoxical techniques according to impression management and reactance theories, students who were identified as procrastinators by a classroom pretest were asked to volunteer to participate in two interviews designed to help them decrease their procrastination. Each of these interviews contained a paradoxical directive. Approximately 2 weeks following the interviews, students were again measured for procrastination, both in the classroom, and in the presence of the interviewer who conducted the therapy sessions (Interviewer Present). Another group was measured only in the classroom situation (Interviewer Absent). A third group was measured in the classroom and given no therapeutic interviews (Control). An analysis of the results showed that all three groups decreased their procrastination behavior, although these changes were nonsignificant. The Interviewer Present group showed a decrease in procrastination when measured by the interviewer, and then a slight increase in procrastination at the final measurement. These findings tend to support impression management theory, although questions about the overall effectiveness of paradoxical techniques are raised. (BL)

ED 249 428 CG 017 747

Bluestone, Michael A.
Decreasing Aggression Using Four-Point Restraints and Symbol Programs.
PUB DATE- Aug 84
NOTE- 34p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Management; Older Adults; Program Evaluation
IDENTIFIERS- California (San Francisco); •Computer Managed Information; •Long Term Care

This technical report describes the computerized information management system used at the Community Care Organization for Dependent Adults (CCODA) of the On Lok Senior Health Services in San Francisco's Chinatown (California). A background perspective on information systems in business, government, hospitals, and local community service agencies is given. The development of On Lok's information management system is described with emphasis on their specific needs and requirements. The hardware used in On Lok's system is described and diagrammed, including its central processing unit, printers, data storage, terminals, and remote capabilities. The firmware (i.e., operating system, programming languages, and word processing) is also described. The software, categorized by the fiscal management component, client management component, and the integrated database is described in detail. A discussion section focuses on the costs, benefits, utility, and cost effectiveness of computerization. Four recommendations to service providers considering computerization are listed. A summary of the On Lok system completes the document. (BL)

ED 249 443 CG 017 763

Reich, William P.; And Others
Validity of DSM-III Alcoholism Diagnoses: Inadequacy of the "Medical Model."
PUB DATE- Aug 84
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- •Alcoholism; •Clinical Diagnosis; Drug Addiction; •Evaluation Criteria; Patients; Physiology; •Validity
IDENTIFIERS- •Diagnostic Statistical Manual of Mental Disorders

The use of the 1980 Diagnostic Statistical Manual of Mental Disorders, Third Edition (DSM-III) alcohol abuse and depedence diagnostic system rests on the assumption that dependence is physiological and more severe than abuse. To examine the relationship of DSM-III alcohol abuse/dependence diagnoses to among physically vulnerable older adults, 42 community dwelling older adults twice completed a battery of tests, with 1 year intervening. The tests included Functional Health Status, Perceived Health Status, Sense of Mastery, Leave of Residence, and Fear of Crime. Crime statistics for each respondent's neighborhood were recorded. An analysis of the pretest results showed that a strong sense of personal mastery was related to low fear of crime. High mastery and strong functional health were directly related to getting out frequently. Posttest results were generally consistent with pretest findings. Contingency analysis of change across the two times of measurement revealed a systematic relationship between increased mastery and decreased fear of crime, and vise versa. However, despite significant decline in functional health during the year, no systematic association was found between change in health and change in the amount an individual left his or her residence. Actual crime rates in the older adults' neighborhoods bore little relationship to fear of crime or getting out of the house. These findings suggest that older adults do not support the notion that they are prisoners in their own homes. (Author/BL)

ED 249 458 CG 017 778

Sherman, Lawrence W.

Developing Perceptions of Control: Cross-Sectional and Longitudinal Analyses.

PUB DATE- 24 Aug 84

NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Development; *Children; Cross Sectional Studies; Developmental Stages; Elementary Education; *Locus of Control; Longitudinal Studies; Perception

Many studies have hypothesized a developmental relationship between children's chronological and mental ages and their intrapersonal perceptions of internal and external control. To investigate longitudinal changes in children's locus of control, 97 elementary school children, between the ages of 8 and 13, were administered the Children's Nowicki/Strickland Locus of Control Scale annually for 3 years. An analysis of the results showed that children's mean

ED 24[illegible] 472 CS 007 801

Dreyer, Lois G.
Readability and Reading Ability: Implications for the Classroom.
PUB DATE- May 84
NOTE- 19p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Readability; *Readability Formulas; Reading Comprehension; *Reading Interests; *Reading Material Selection; *Student Motivation; *Teacher Role; Textbook Selection

Readability formulas can be useful tools in accomplishing their primary purpose--to give very general estimates of difficulty. Unfortunately, there has been a great deal of misunderstanding regarding their use, which has resulted in misuse and abuse. The formulas were designed to be applied post hoc to existing materials. They were not intended to serve as guides for writing. Publishers, eager to guarantee that their materials are suitable for indicated student populations, require writers to "write to formula" or later make revisions if grade level designations are too high. Many believe that readability formula scores can be used in conjunction with the grade equivalency scores students achieve on standardized reading tests to effect an appropriate match between reader and text. Such a belief is unsupported in fact. Given the imprecise nature of both the formulas and the test scores, it is ultimately the teacher's responsibility to select appropriate reading material for his or her students. Interest and motivation, neither of which is taken into account by the formulas, are key factors in determining what a student will or will not read, and will or will not comprehend. Formulas can yield useful information, but only teachers themselves can take into account the many factors that affect their own students' comprehension and make better judgments on this basis than are possible on the basis of formula scores alone. (Some suggestions for enabling students to comprehend are included.) (HOD)

ED 249 487 CS 208 400

Jones, Nancy Lyn
Case Study, Course Study: A Contextualized Investigation of a Writing Course.
PUB DATE- 82
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Freshmen; *Course Content; Higher Education; Models; *Student Attitudes; *Teacher Attitudes; Teacher Student Relationship; Teaching Methods; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Processes; *Writing Research
IDENTIFIERS- *Freshman Composition

A full-scale case study of a college freshman writing course was conducted that made inferences about the course, its direction, and design and described its apparent influence on the students. The study, which is described in this report, addressed: (1) instructional influences, (2) student performances, (3) instructors' and students' perceptions of the course, and (4) a synthesis of students' course expectations and final written products. Because no comprehensive case studies of writing courses existed from which to pattern the study, the models developed to guide both the selection and the analysis of materials are described in some length in the first portion of the document. The second part summarizes the purpose of the study, the kinds of data collected, and the procedures for analyzing the material. The third part is a synopsis of the case study of one of the eight students whose complete portfolios of course writings were analyzed. The fourth part presents a condensed version of the observations from the portfolio analysis, while the fifth part discusses the implications of these observations for the teaching of writing and for further research. (HTH)

ED 249 488 CS 208 408

Kellogg, Ronald T.
Writing Habits and Productivity in Technical Writing.
PUB DATE- Nov 82
NOTE- 9p.; Based on a paper presented at the Annual Meeting of the Psychonomic Society (Minneapolis, MN, November 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Engineering Education; Job Skills; Occupational Surveys; *Productivity; Science Education; *Technical Writing; Writing (Composition); *Writing for Publication; *Writing Research; *Writing Skills
IDENTIFIERS- *Writing Habits

In a study of the relationship between the writing habits and productivity of technical writers, 127 science and engineering professors were surveyed concerning the number of technical articles, books, proposals, and reports they had produced over a three-year period and about their writing habits. Specifically, they were asked questions about the scheduling of work sessions, the environment they used for writing, the tools they used for composing and editing, the cognitive strategies they used to cope with attentional demands of writing, and the frame of mind they needed for writing (or the rituals used to achieve that state). Multiple regression analysis revealed that productive technical writers used particular (1) tools, such as a dictaphone; (2) cognitive strategies, such as constructing detailed written outlines; (3) frames of mind, such as vigorous exercise before writing; (4) environments, such as background music; and (5) work scheduling, such as writing for periods of one to two hours. Findings indicated that, by far, the use of a dictaphone was the variable most strongly related to productivity. (Author/FL)

ED 249 503 CS 208 595

Beers, Susan E.
An Analysis of the Interaction between Students' Epistemological Assumptions and the Composing Process.
PUB DATE- Mar 84
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).
LANGUAGE- English

Wisconsin Univ., Madison, Univ. Extension.
PUB DATE- 82
NOTE- 39p.; For other guides in this series, see CS 208 605.
AVAILABLE FROM- Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Thinking; Elementary Secondary Education; *Motivation Techniques; *Student Motivation; Teaching Methods; *Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- National Writing Project; Wisconsin Writing Project

Noting that teachers stimulate student writing in three ways--by arousing, directing, and rewarding--this guide offers suggestions for activities in each of these areas for the elementary, intermediate, and secondary levels. Following an introduction, four activities are presented: (1) stimulating student writing through arousal, (2) stimulating student writing through directed thinking, (3) stimulating student writing through reward, and (4) combining these three areas into a fluid process to stimulate student writing on an individual assignment. The guide concludes with references and a bibliography. (HTH)

ED 249 517 CS 208 610

Christensen, Linda, Ed.; And Others
A Guide to Easing Writing's Rigors: Having Fun with Language.
Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.
PUB DATE- 83
NOTE- 118p.
AVAILABLE FROM- Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Environment; *Educational Games; Elementary Secondary Education; Language Enrichment; Nonverbal Communication; *Oral Language; Poetry; Storytelling;

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Dictionaries; Elementary Secondary Education; *English Instruction; *Instructional Materials; *Language Arts; State Programs; Textbooks; *Textbook Selection
IDENTIFIERS- California

Listed in this catalog of instructional materials in English and the use of dictionaries are those materials adopted by the California State Board of Education for use in public schools from 1983 to 1985. Materials listed include those published by (1) Allyn and Bacon; (2) Bowmar/Noble; (3) Ginn and Company; (4) Glencoe; (5) Harcourt, Brace Jovanovich; (6) D. C. Heath/American Book; (6) Houghton Mifflin; (7) Laidlaw Brothers; (8) Macmillan; (9) McDougal, Littell; (10) Scholastic; (11) Science Research Associates; (12) Scott, Foresman; (13) Silver Burdett; and (14) Prentice-Hall. Descriptions are arranged by publisher and include the state code, titles, grade level, termination year, and unit cost. A price list and order form are also included for state adopted supplementary instructional materials in dictionaries. (HOD)

ED 249 532 CS 208 627

Reed, Arthea, Ed.
The ALAN Review. Fall 1984.
Assembly on Literature for Adolescents, Athens, GA.
PUB DATE- 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescent Literature; *Authors; Educational Research; *English Instruction; *Literature Appreciation; *Novels; Politics; Reader Response; Secondary Education; Teacher Attitudes; Teacher Role; Writing for Publication; *Writing Instruction

Intended for junior high and high school English teachers, the articles and features in this journal focus on adolescent literature and the young adult audience. Articles in the journal discuss (1) politics as an emerging topic in young adult novels, (2) teacher attitudes and practices relevant to the use of the young adult novel in secondary school English classrooms, (3) promoting student literary response through literature for young adults, (4) author Kevin Major's experiments in young adult

Stoner, Mark R.
Free Speech at Berkeley: "University as Factory," An Argument from Analogy.
PUB DATE- Nov 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; Civil Rights; *Discourse Analysis; Ethics; Evaluation Criteria; *Freedom of Speech; Higher Education; *Metaphors; *Persuasive Discourse; Speech Communication; *Student College Relationship; Student Rights
IDENTIFIERS- *Free Speech Movement; University of California Berkeley

Although many metaphors were developed throughout the Free Speech Movement at the Berkeley campus of the University of California, the central metaphor of the movement was the university as a factory. The analogy was used to argue that trends in higher education were moving toward the dehumanization of students and was related to the national concern over lack of freedom by many to exercise their constitutionally mandated civil rights. Students argued that university involvement with industry was mercenary and that students were used, like raw materials, to be molded into prefabricated cogs to fit easily into the machinery of government and industry. The movement, by its use of the structural analogy--university as factory--chose an extremely powerful argumentative tool and a useful image that lent itself to quick and wide dissemination among members of the movement. The continued development of metaphors allowed the leadership to control the analogy to a fairly high degree. However, when compared to the standards of ethics proposed by Richard Weaver, the Free Speech Movement--because of certain unwarranted uses of words as "free speech", its desire to eradicate hierarchical distinctions at the university, and its failure to recognize the constraints placed upon the university--must be judged as ethically suspect with regard to rhetoric. (MOC)

ED 249 547 CS 504 706

Bozik, Mary

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Competition; *Debate; *Decision Making; *Evaluation Criteria; Evaluation Methods; Policy Formation; *Theories; Values
IDENTIFIERS- *Debate Theory; *Theory Development

The purpose of this paper is to propose a new, synthetic paradigm for debate analysis and decision making that features the policy systems approach within a context of values as boundaries for decision. As background for the proposed theory, the paper (1) summarizes the notions of paradigm formation and shifts initially presented by T. Kuhn; (2) looks at some current attempts by scholars to employ the paradigm notion in nonscientific academic fields, specifically, sociology and communication; (3) examines how paradigm theory has been used to explicate new developments in decision making arenas, with an emphasis on corporate managerial decision making; and (4) briefly examines how cultural values impinge on policy controversies. The proposed paradigm is then discussed at length. (FL)

ED 249 562 CS 504 723

Olson, Clark D.
Winning Orations: An Historical, Comparative Perspective of the Interstate Oratorical Contest.
PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Comparative Analysis; Competition; *Content Analysis; *Public Speaking; Social Differences; *Speech Communication; *Speeches; Speech Skills; United States History

Data from five first-place orations from the earliest Interstate Oratorical contests (1874-1878) and five recent first-place orations (1978-1982) were analyzed to determine their subjects or prominent theme, the patterns of organization that were employed, and the types of evidence the speakers used. Following this,

Making Our Schools More Effective: Proceedings of Three State Conferences.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 322p.; For individual papers, see EA 017 102-124.
GRANT- NIE-G-80-0103
AVAILABLE FROM- Far West Laboratory for Educational Research and Development, Publications Sales, 1855 Folsom Street, San Francisco, CA 94103 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software; *Critical Thinking; Curriculum Development; Educational Research; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Instructional Improvement; Management Development; Master Teachers; Microcomputers; Opinions; *Principals; *School Effectiveness; Staff Development; State Programs; *Teacher Effectiveness
IDENTIFIERS- California Mentor Teacher Program; California Model Curriculum Computers in Education

This document is a compendium of proceedings from three state conferences held in Salt Lake City (September 13-14, 1983), San Francisco (November 16-18, 1983), and Reno (February 2-3, 1984). These conferences brought together outstanding researchers to share their findings and perspectives with other educators of the region. The proceedings are divided into chapters that reflect the organization of the conference agendas. Chapter 1 consists of four papers on perspectives on effective schools, which offer viewpoints and strategic guidelines for increasing school effectiveness. Chapter 2 consists of three papers on principalship, which set forth issues for school improvement, delineate principal styles, and describe an instructional management academy. Chapter 3 consists of four papers discussing current research into teacher effectiveness. Chapter 4 consists of two presentations on critical thinking skills. Chapter 5 consists of six papers covering various approaches to staff development, including an example from the private sector (Hewlett Packard Co.) and a new state program (the California Mentor Teacher Program). Chapter 6 conists of four papers discussing the problems and potential of microcomputer applications in education and concludes with a description of the California Model Curriculum for Computers in Education. (TE)

ED 249 590 EA 017 115

Little, Judith Warren
Moving toward Continuous School Improvement.
PUB DATE- Jun 84
NOTE- 9p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Principles; *Administrator Responsibility; Elementary Secondary Education; *Interprofessional Relationship; Leadership Responsibility; Organizational Climate; Organizational Communication; *Organizational Effectiveness; Organizational Objectives; Participative Decision Making; *Staff Development; Teacher Administrator Relationship; Teamwork

Beginning with an illustrative exercise in audience participation, this keynote address contends that effective staff development requires shared commitment, a shared language for describing and analyzing the problems of teaching and learning, and awareness that big ideas are realized through small tactics. These general precepts are clarified through a series of basic principles of staff development, illustrated by concrete examples. First is the notion that schools should be organized in a way that permits professional development to compete with other obligations. The second principle is that successful professional development requires reciprocity and respect, or trust, among colleagues. Finally, the central challenge of leadership involves shaping meaning, value, and belief by establishing a visible order of priorities. (TE)

ED 249 591 EA 017 116

Bush, Robert N.
Effective Staff Development.
PUB DATE- Jun 84
NOTE- 17p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English

EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Background; Educational Assessment; *Educational Planning; Elementary Secondary Education; High School Students; Incentives; Instructional Improvement; Management Information Systems; *Master Plans; Organization; Planning; *Public Education; *School Districts; Teacher Effectiveness
IDENTIFIERS- *District of Columbia Public Schools

The District of Columbia Public School System's Comprehensive Education Plan for the school year 1984-85 continues to emphasize the importance of improving instruction and student achievement, with the success of students seen as the ultimate mission of each member of the school community. Sections are devoted to a description of the planning process, the development of a context for educational planning, an evaluation of the progress in priority areas, a description of two new programs for teachers and secondary students, a tabulated listing of education plans for each school system office, a description of the education plan's automated monitoring system, and appendixes. (DCS)

ED 249 605 EA 017 157

Mann, Dale
All That Glitters: Public School/Private Sector Interaction in Twenty-Three U.S. Cities.
Columbia Univ., New York, N.Y. Teachers College.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Sep 84
NOTE- 46p.; Printed on colored paper throughout.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Board of Education Role; Coordination; Donors; *Educational Cooperation; Educational Resources; Elementary Secondary Education; Fund Raising; *Institutional Advancement; Power Structure; *Private Financial Support; Program Effectiveness; *School Business Relationship; School Surveys; Teacher Participation; *Urban Schools

Enduring political support from business may benefit schools much more than the material contributions they often seek. A study of school-business interaction in 23 U.S. cities reveals wide assessment instrument, the CFK Ltd. School Climate Profile. Part A (General School Climate Factors) was administered by school to a junior high campus (n=257) and a high school campus (n=906) in a major metropolitan area in the Southwestern United States to gather data for administrative planning and curriculum revision. Results are given of a multivariate analysis performed on the data, and modified versions of the CFK instrument are suggested. Cronbach alphas for the modifications are presented. (Author/DCS)

ED 249 620 EA 017 183

Brooks, Carl
Reducing the Impact of R.I.F.--An Incentive Program.
PUB DATE- Mar 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Retirement; Elementary Secondary Education; *Incentives; Leaves of Absence; *Participative Decision Making; Part Time Employment; *Reduction in Force; Retrenchment; Teacher Transfer
IDENTIFIERS- Severance Pay; Teacher Resignation; Theory Z

A northern Illinois school district (School District 300), forced by budget cuts to curtail its teaching staff, used incentives and the decisionmaking methods of William Ouchi's Theory Z to reduce layoffs. The superintendent and the teachers' union leadership established a Transfer Council of six administrators and nine teachers to plan staff reductions and transfers for 1982-83. The Council's participatory, consensus-based process was tedious, but as with most Theory Z decisions its transfer plan was executed quickly and efficiently, and was well received. The following year, however, with additional school closings and consolidations, 52 tenured teachers had to be laid off, and 98 transferred. The 1983-84 Transfer Council surveyed teachers and administrators before deciding to base transfers on seniority. Then, to minimize disruption of employees' lives, the council designed an incentive program that encouraged teachers considering leaving full-time employment to do so by resigning, taking leaves of absence, or working part-time. Thirty-eight teachers took advantage of this program and with 10 additional resignations the district laid off only 4 tenured teachers. Although the program relied on the school

Tower, Cynthia Crosson, Ed.
Questions Teachers Ask about Legal Aspects of Reporting Child Abuse and Neglect.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-0832-4
PUB DATE- 84
NOTE- 34p.
AVAILABLE FROM- NEA Professional Library, Publications Sales, P.O. Box 509, West Haven, CT 06516 (Stock No. 0832-4; $6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Responsibility; *Child Abuse; *Child Neglect; Childrens Rights; Compliance (Legal); *Legal Responsibility; Noninstructional Responsibility; Questionnaires; Sexual Abuse; *State Legislation; Tables (Data); *Teacher Responsibility
IDENTIFIERS- *Reporting

This publication, intended to serve as a general guideline, presents responses to 20 questions on the specific roles and responsibilities of individual teachers when they are involved in reporting child abuse and neglect. The Legal Services section of each Department of Social Services in the 50 states, the District of Columbia, American Samoa, Guam, Puerto Rico, and the Virgin Islands received and responded to a questionnaire. Responses to 19 of the survey questions are presented by state and territory. The responses to the 20th question is presented in the form of a chart listing the statute covering child abuse and neglect for each jurisdiction. Because of the lack of legal uniformity among the responses, the additional 11 survey questions are answered with summary statements at the conclusion of the report. (MLF)

ED 249 635 EA 017 201

Horton, Janet Little; Corcoran, Victoria
Preemployment Inquiries: Avoiding Pitfalls in the Hiring Process. Obtain the Person Best Qualified and Suited for a Particular Position in a Public School District without Invading Their Privacy. Avoid Charges of Discrimination and Bias in Hiring.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 84

ED 249 649 EA 017 226

Nehrt, Roy C.
Public Elementary and Secondary Education in the United States, 1981-82: A Statistical Compendium.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-84-104
PUB DATE- 84
NOTE- 219p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - General (130)
DESCRIPTORS- Data; Educational Finance; Elementary Secondary Education; Employment Statistics; Enrollment; *National Surveys; *Profiles; *Public Education; School Districts; *School Statistics

State-by-state statistical summaries of public elementary and secondary education in the 50 states and the District of Columbia are provided in this report, with listings of 1981-82 institutional, pupil, staff, and finance data. In addition, state profiles show the ranking of each state for each selected characteristic, as compared to other states. General data categories include the number of school districts, enrollment, number of high school graduates, employment statistics, school district revenues, current expenditures, and fixed charges. Selected characteristics profiled include number of school districts; number of schools; average daily attendance; pupil/teacher ratio; pupils per square mile; revenue per pupil (from local sources, intermediate sources, state sources, and federal sources); current expenditure per pupil (for instructional services, support services, and noninstructional services); employee benefits per employee (FTE); officials/administrators per 100 employees; and classroom teachers per 100 employees. (DCS)

ED 249 650 EA 017 227

available resources should be used to ensure successful implementation; (8) active, formal monitoring should accompany implementation; (9) the role of district offices needs to be reassessed; (10) policies should consider the realities of the work life of teachers and supervisors; and (11) teacher evaluation should be integrated into the overall district supervisory and evaluation processes. An eight-page bibliography is included. (TE)

ED 249 663 EA 017 283

Pheasant, Marilyn
The Creative Cost Management Strategies of Two School Districts.
Oregon School Study Council, Eugene.
PUB DATE- Oct 84
NOTE- 54p.
AVAILABLE FROM- Publications Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Policy; *Budgeting; *Cost Effectiveness; Cost Estimates; Educational Administration; Educational Finance; Elementary Secondary Education; Financial Policy; *Money Management; *Retrenchment; School Accounting; School Closing; *School District Spending; State School District Relationship; Tax Allocation
IDENTIFIERS- Beaverton School District OR; Reedsport School District OR

Two Oregon schools districts that have been effective in managing their resources are Reedsport, a smaller district and the subject of part 1 of this bulletin; and Beaverton, one of the largest districts in the state, the focus of part 2. The Reedsport district plans the use of its funds based on a goal-setting process in the areas of instruction, finance, and maintenance. Cash flow projections, increased revenue through investment, self-supporting lunch programs, and contracts for transportation and swimming pool management are among the successful fiscal management strategies initiated by the district. The Beaverton school district uses its scale of operations to be more competitive when purchasing. Cost control is integrated into the overall management scheme.

for family members; and a series of methodological analyses relating to research problems on independence. Examples are cited of the reactions of families to questions of etiology and reality and denial. The idiosyncratic nature of each family's response to the handicap is emphasized, and researchers searching for root causes of family response to handicaps are urged to take a more phenomenologically oriented and naturalistic approach to their studies. (CL)

ED 249 679 EC 170 477

Gonzalez, Juan C.

The Need to Evaluate Special Education Programs Serving Bilingual Students.

PUB DATE- Apr 84

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Bilingual Education; Compliance (Legal); *Disabilities; Elementary Secondary Education; Federal Legislation; *Limited English Speaking; *Program Evaluation

The focus of this paper will be to argue for an effective and concise evaluation of special education programs serving bilingual or limited English proficient (LEP) students. Although Public Law 94-142 specifies that all children be provided with free appropriate education according to their individual needs, ensuring compliance with these requirements has been problematic, particularly in the provision and evaluation of appropriate programs and services to bilingual children. The future success of special education programs serving LEP students will largely depend on the ability to evaluate and communicate the ultimate successes and failures of such programs. In addition, while defining the overall worth of these programs, exemplary services and programs can be identified for dissemination. Advocates of special education for LEP students must engage in evaluation activity for the future of this population. Special educators must realize that evaluation is a requisite in the process of planning and delivering special education services to all populations. (Author)

Twelve papers address issues of attitudes towards handicapped persons. The authors were invited to summarize and critically evaluate the literature in their area of expertise, including their own research. Contributions touch on measurement and methodological issues as well as other topics. The following papers are included: "Attitudes and Attitude Change in Special Education" (R. Jones and S. Guskin); "Perspectives and Issues in the Study of Attitudes" (H. Triandis, J. Adamopoulos, D. Watts); "Approaches to the Measurement of Attitude" (R. Dawes); "Sociometric Research in Special Education" (D. MacMillan and G. Morrison); "Classroom Learning Structure and Attitudes toward Handicapped Students in Mainstream Settings: A Theoretical Model and Research Evidence" (D. Johnson and R. Johnson); "Attitudes toward Mentally Retarded Children" (J. Gottlieb, L. Corman, R. Curci); "Attitudes toward the Learning Disabled in School and Home" (B. Reid); "Children's Attitudes toward Emotionally Disturbed Peers" (C. Chiba); "Attitudes toward the Physically Disabled" (J. Siller); "Attitudes of Educators toward the Handicapped" (J. Jamieson); and "Modifying Attitudes toward the Handicapped: A Review of the Literature and Methodology" (A. Towner). (CL)

ED 249 695 EC 170 496

Anthony, Susan; Paszel, John
The Effects of Unitization and Role Behavior on Hearing and Hearing Impaired Observer's Certainty of Their Attributions.
PUB DATE- Apr 83
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological (54th, Philadelphia, PA, April 6-9, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; College Students; *Hearing Impairments; *Perception; Role Playing; *Social Development

To compare hearing and hearing impaired subjects on the certainty of their attributions in relation to unitization and role behavior, 48 hearing impaired and 48 non hearing impaired college students were randomly assigned to one of four conditions: unitization level (fine or gross) and role (in-role or out-of-role). All subjects were given instructions on the process of unitization, with half the subjects being instructed in how to divide a behavioral sequence into fine units and the other half being given gross unit considerations, possibilities for respite through other programs (such as homemaker services and home health aide programs), and public awareness. (CL)

ED 249 711 EC 170 812

Burton, Louise F.; Chavez, Janice A.

Serving Exceptional Children in Rural America: The One Room School House Revisited.

PUB DATE- 1 Sep 84

NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Competency Based Teacher Education; *Disabilities; Economic Factors; Elementary Secondary Education; Migrant Youth; Preservice Teacher Education; *Rural Areas; *Teacher Education; *Teaching Skills; Transportation

Difficulties facing rural special education efforts are examined. Transportation difficulties hinder home-school communication and mitigate against coordination with teacher training institutions. Economic aspects--including the effects of sociocultural attitudes and the lack of trained teachers--and sociopolitical factors in the rural community are explored. Preservice competency areas for rural special educators are reviewed (including facilitating interagency cooperation and consulting with rural peer professionals). The report concludes with a list of 17 recommendations for teacher training, such as a focus on leadership skills, active recruitment of teachers interested in rural teaching, and incorporation of rural and bilingual chapters in introductory special education texts. (CL)

ED 249 712 EC 170 813

VanTassel-Baska, Joyce

NOTE- 79p.
AVAILABLE FROM- Young Adult Institute and Workshop, 460 West 34 St., New York, NY 10001 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advocacy; *Civil Rights; *Court Litigation; *Deinstitutionalization (of Disabled); *Developmental Disabilities; Legal Problems; *Mental Retardation; Social Action

The guide examines fundamental rights of mentally retarded and developmentally disabled persons. The monograph focuses on some of the central controversies of which consumers, professionals, planners, and advocates concerned with developmental disabilities should be aware. Problems of living and dying, resettlement and confinement, choice and coercion, assertion and passivity are considered. An overview chapter states the central problem in protecting human and legal rights, followed by a more in-depth look at specific court cases. Chapter 3 examines implications for the field of mental retardation of three major cases: Romeo v. Youngberg and the right to minimal training, Rogers v. Mills and the right to refuse treatment, and Rowley v. Hendrick Hudson Central School District and the right to appropriate education. Chapter 4 outlines methods to upgrade the quality of care, safeguard individual rights, and help consumers identify and exercise their rights. The final chapter summarizes themes and topics for further study, noting unsettled questions in such areas as equality, legitmacy, diversity, professionalism, and self determination. (CL)

ED 249 728 EC 170 840

Renzulli, Joseph S.
The Three Ring Conception of Giftedness: A Developmental Model for Creative Productivity.
PUB DATE- Apr 84
NOTE- 71p.; Paper Presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

ED 249 743 EC 170 855

Keane, Kevin J.
Application of Feuerstein's Mediated Learning Construct to Deaf Persons.
PUB DATE- Jun 84
NOTE- 15p.; A Working Paper presented at the International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cultural Differences; *Deafness; Intervention; *Mediation Theory; Theories
IDENTIFIERS- *Feuerstein (Reuben)

The article describes the theoretical foundations of R. Feuerstein's "Mediated Learning Theory" and its applicability to deaf populations. The theory provides insight into the comparable characteristics of culturally deprived and deaf populations. The theory emphasizes the importance of mediated learning as a prerequisite to independent learning and thinking. The construct is applied to hearing parents and their deaf children. Investigations centering on deaf students' involvement with two of Feuerstein's processes for facilitating performance of culturally deprived individuals, referred to as the Learning Potential Assessment Device and the Instrumental Enrichment, an educational intervention procedure, are described. A 39-item reference list is included. (CL)

ED 249 744 EC 170 856

Boyan, Craig
California's New Eligibility Criteria: Legal and Program Implications.
PUB DATE- Apr 84
NOTE- 36p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

past, they also lack the experience gained in the past. Without leadership at the Federal level, each state will create its own interpretation of JTPA in local programs. Congress should insist that ETA fulfill its responsibilities. If it does not, CBOs will have to educate and lobby with the State Job Training Council and each local PIC. Coalition building and cooperation with other service providers will be needed. Without such advocacy, disadvantaged young people will be the last served, if they are served at all. (KC)

ED 249 346 CE 039 104

Coldeway, Dan O.; And Others
Factors Effecting Learner Motivation in Distance Education: The Interaction between Learner Attributes and Learner Course Performance. REDEAL Research Report #9. Project REDEAL Research and Evaluation of Distance Education for the Adult Learner.
Athabasca Univ., Edmonton (Alberta).
PUB DATE- Oct 80
NOTE- 42p.; Also sponsored by Innovative Projects Fund, Advanced Education and Manpower. For related documents, see CE 039 133 and CE 039 147.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Adult Students; *Aptitude Treatment Interaction; *Distance Education; Postsecondary Education; Student Attitudes; Student Behavior; *Student Characteristics; Student Educational Objectives; Student Interests; *Student Motivation; Student Needs
IDENTIFIERS- Athabasca University AB

The interaction between learner attributes and instructional treatments has attracted considerable interest in the educational literature. This investigation attempted to capitalize upon the learner-attribute-by-learner-performance interaction concept in exploring the factors that have an impact upon learner motivation in distance education. Four courses being delivered at Athabasca University were selected and the student information system used to provide data on individual learner performance and learner attributes. Data were collected and analyzed in relationship to 19 hypotheses relating learner attributes to learner performance. A discussion of the results relevant to each hypothesis is presented along with a general discussion of the importance of this type of lower than that for either of the two preceding years, in spite of a very high attrition rate for 10th grade electronics students. The school dropout rates for Academy versus non-Academy 10th grade students were about the same, but at the 11th and 12th grade levels, only about one-third as many Academy students dropped out. The school and industry personnel surveyed rated the concept of the program at 6.9 and the program as implemented at 5.5 on a 7-point scale. Students also rated the program highly. Representative parents of 10th graders were interviewed, and the majority rated the program "good" or "excellent." The work experience component was one of the most successful aspects of the program. Recommendations were made regarding equipment, communications, motivation, mentors, and work experience. (YLB)

ED 249 359 CE 039 769

Bailey-Hengesh, Mary; And Others
Michigan Occupational Information System (MOIS) Application Training 1985.
Michigan State Board of Education, Lansing.
PUB DATE- Sep 84
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Awareness; *Career Development; *Career Education; Career Exploration; *Career Planning; Elementary Secondary Education; *Information Systems; *Information Utilization; Learning Activities; *Occupational Information; Self Evaluation (Individuals)
IDENTIFIERS- *Michigan Occupational Information System

This 1985 Michigan Occupational Information System (MOIS) Application Training booklet focuses on use of MOIS in a K-12 program of career development. Introductory materials include an MOIS application training agenda and information on what is new with MOIS. The section with materials for career development in the elementary school provides an overview and suggests career development activities for these grade levels: K-2, 3-4, and 5. For each level are identified objectives, infusion areas, and activities. The section with materials for career development in grades 6-8 provides an overview and suggests three activities: a career unit to help the student get to know himself/herself, the

on removing educational barriers, and determine the adult's life and career development stages. (YLB)

ED 249 372 CE 039 804

Callender, Willard D., Jr.
Gerontology Training for Adult Educators: The Experience of the University of Southern Maine.
PUB DATE- 8 Nov 84
NOTE- 32p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Educators; Adult Learning; Adult Students; *Curriculum Development; Degree Requirements; *Educational Benefits; *Educational Gerontology; Graduate Study; Higher Education; Information Dissemination; Linking Agents; *Masters Programs; Older Adults; Program Content; Program Development; Public Policy; Staff Development
IDENTIFIERS- *University of Southern Maine

A project was undertaken to introduce gerontological content into the professional preparation of adult educators in the master's program in adult education offered at the University of Southern Maine. After courses in the existing curriculum of the master's program were analyzed for the appropriateness and currency of their gerontological content, the program was redesigned to include a concentration in educational gerontology. The curriculum for certification in the area of educational gerontology contained courses in social and public policy in aging, the older person as an adult learner, coordination of educational programs for older adults in the community, the aging worker, and gerontology and the helping professions, as well as a summer institute entitled "Social Change for an Aging Population: An Institute in Educational Gerontology." This report focuses on some of the outcomes of this curriculum development project, including the training and development of improved practitioners, an enhanced aging network, an improving university, and better programs for citizens in the community. Appended to the report are a program description of the revised curriculum and an information sheet explaining the content of and requirements for a concentration in educational gerontology at the University of Sothern Maine. (MN)

IDENTIFIERS- Kentucky; *Limnology; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in marine science occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of marine science occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet, which present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include a vocabulary listing, a list of practical arts videotapes, a list of references appropriate for career exploration, and ideas for addressing students with special needs. The four student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. The tasks provided include the following: reading an oceanography chart, identifying ocean basin features, identifying external features of a bony fish, and investigating fish behavior. (YLB)

ED 249 385 CE 039 835

Keeton, Martha; And Others

Personal Service Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

Kentucky State Dept. of Education, Frankfort.

PUB DATE- 83

NOTE- 83p.

AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Animal Caretakers; Behavioral Objectives; Career Education; *Career Exploration; *Competency Based Education; *Cosmetology; Course Descriptions; *Financial Services; *Household Workers; Junior High Schools; Lawyers; Learning Activities;

ED 249 397 CE 039 860

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employee's Manual. Office Occupations.

Columbus Area Vocational-Technical School, GA.; Georgia State Univ., Atlanta.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

PUB DATE- 82

NOTE- 19p.; For related documents, see CE 039 859-865.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Clerical Occupations; Individualized Instruction; Instructional Materials; *Insurance Companies; Job Skills; Occupational Information; Office Occupations Education; *Office Practice; Postsecondary Education; *Simulation; *Typewriting

This employee's manual is part of a position simulation developed for use in an office applications laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to become familiar with the tasks and duties performed by a clerk-typist working for an independent insurance agency. Contents include a description of the company, a company organizational chart, a job description for a clerk-typist in the organization, lists of required equipment and references, office rules and regulations (office procedures), general information (attendance, public relations, telephone use, appearance, character traits), information on employee/student evaluation and grading, and evaluation forms. (YLB)

ED 249 398 CE 039 861

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet I. Office Occupations.

Columbus Area Vocational-Technical School, GA.; Georgia State Univ., Atlanta.

Program Evaluation; *Retraining
IDENTIFIERS- *Michigan (Detroit); *RECAP JETS Program

This document provides a description and evaluation of the RECAP (Re-employment Career Planning)/JETS (Job, Education/Training, Selection) program, a cooperative re-employment training program for displaced automobile industry workers in Michigan. Following the brief introduction, program development and pre-training preparation are discussed, including network development, planning and delivery team identification and establishment, and program component and training package development. A description of the training program and its content is presented next, followed by an account of evaluation procedures in which the population studied, the instrumentation used and the data collection and analysis methods employed are described. Results and analyses of the evaluations of various program components, i.e., total program, RECAP, JETS, Job Search Skills Test, and State Trait Anxiety Inventory, are next presented. Participant placement results are also provided. Program results and effective training practices are summarized, and conclusions and recommendations are offered. Five appendices list the evaluation instruments, program responses, evaluation results, and the program staff. (BL)

ED 249 414 CG 017 733

Rychlak, Joseph F.
Researching Dialectical Reasoning: Possibilities and Impossibilities.
PUB DATE- Aug 84
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Associative Learning; *Cognitive Processes; College Students; Concept Formation; Higher Education; High School Students; Learning Strategies; *Research Methodology; Secondary Education; *Short Term Memory
IDENTIFIERS- *Dialectical Reasoning

Although traditional learning theories are based on a demonstrative view of cognition, human beings tend to reason both demonstratively and dialectically. To examine the dialectical theory five studies

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Aggression; Behavior Change; *Behavior Modification; *Institutionalized Persons; Residential Care; *Severe Mental Retardation; Social Behavior
IDENTIFIERS- *Mechanical Restraint Procedures

Physical aggression among institutionalized mentally retarded persons arouses great social concern. To examine the effectiveness of four-point mechanical restraints and a positive adaptive symbol program in the reduction of high frequency, high intensity aggression, three institutionalized severely mentally retarded adolescents (2 females, 1 male) participated in individually designed treatment programs. For each individual, targeted behaviors were identified and recorded. Immediately following an incident of targeted aggression, the subjects were physically restrained in bed in a supine position for a specified period of time. Following restraint, the subjects participated in the symbol program, consisting of wearing a symbol reinforcer (e.g., hat, wristband), and verbal, social, edible, and tangible reinforcers. An analysis of the results showed that four-point mechanical restraint procedure when used in combination with the adaptive symbol program significantly reduced the frequency and intensity of physical aggression, with an average reduction in aggressive behavior of 83 percent reported amongst the three subjects. These findings suggest that contingent restraint can be a useful technique when used in combination with other procedures. (BL)

ED 249 429 CG 017 748

Bennett, Susan M.
Personality and Situation in the Prediction of Women's Career-Related Self-Efficacy Expectations and Life Satisfaction.
SPONS. AGENCY- Pennsylvania State Univ., University Park.
PUB DATE- Aug 82
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Career Development; Expectation; *Females; Goal Orientation; Life Satisfaction; *Personality Traits
IDENTIFIERS- Self Efficacy; *Situational Variables

patients' patterns of alcohol use and the severity of their alcohol-related impairments, 920 adults (644 males, 276 females), hospitalized for alcoholism, completed the Minnesota Multiphasic Personality Inventory (MMPI) and the Alcohol and Substance Abuse Questionnaire (ASAQ). Responses to the ASAQ were classified according to Total Symptoms and were assigned a diagnosis (DSMDX) of "alcohol abuse," "alchol dependence," or "neither abuse nor dependence," based on DSM-III criteria. Five criterion measures were derived from the tests: days drunk, daily absolute alcohol consumption, problem index, general psychological impairment, and elevated MMPI scales. An analysis of the results showed significant relationships between all five of the criterion measures and both DSMDX and Total Symptoms. However, the strength of the relationship was consistently greater for the Total Symptoms than for DSMDX. Across the criterion measures, the mean proportion of variance explained by Total Symptoms was twice that explained by DSMDX. For only one criterion, general psychological impairment, did DSMDX show a significant improvement in predictability over Total Symptoms; and in this case the increment in predictability was quite small. Total Symptoms, on the other hand, showed highly significant and meaningful improvement over DSMDX for all criterion measures. Tolerance and withdrawal were only mediocre correlates of the criterion variables. These findings suggest that DSM-III diagnosis is less informative than a simple tally of symptoms. (BL)

ED 249 444 CG 017 764

Mathisen, Kenneth S.; Meyers, Kathleen
Attrition from an Adolescent Addiction Treatment Program: A Cross Validation.
SPONS. AGENCY- Carrier Foundation, Belle Mead, NJ.
PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Dropout Characteristics; Dropout Rate; Dropout Research; *Drug Rehabilitation; Institutionalized Persons; *Prediction; *Predictor Variables; Secondary Education

Treatment attrition is a major problem for programs treating locus of control scores were significantly different from one age group to the next as well as from one year to the next. Older children had significantly more internal scores than younger children, and the same 97 children, each succeeding year, demonstrated significant increases in internal perceptions. No significant differences between sexes were observed in this generally linear developmental trend. The study supports the hypothesis that increases in internal perceptions are associated with growing older. (Author/BL)

ED 249 459 CG 017 779

Sherman, Lawrence W.; Wolf, Amy
Intrapersonal Perceptions of Shyness and Humor as Related to Interpersonal Perceptions of Social Distance and Humorousness.
PUB DATE- Jun 84
NOTE- 45p.; Paper presented at the International Congress on Humor (4th, Tel Aviv, Israel, June 10-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Classroom Environment; Classroom Research; Elementary Education; *Humor; Interpersonal Attraction; *Interpersonal Communication; Locus of Control; Perception
IDENTIFIERS- *Shyness; *Social Distance

Although humor and laughter are most often based in fundamental social interactions, this element of communication has received little attention. To examine the socially facilitating effects of communication and social acceptance by analyzing children's intrapersonal perceptions of communication apprehension, or shyness, 169 children, aged 8 to 13 years, completed the Shyness/Humor Inventory. In addition, subjects completed the Classroom Social Distance Scale, interpersonal humor ratings, sociometric nominations, and locus of control and self-esteem measures. The results of a factor analysis of the Shyness/Humor Inventory found five distinct factors (Ebullience, Communication Apprehension, Stranger Anxiety, Humorousness, Classroom Communication) to be significant predictors of classroom social distance and humor ratings, positive sociometric nomination scores, and two related intrapersonal perceptions of self-esteem and locus of control. Classroom social distance ratings were most strongly predicted by children's interpersonal perceptions of humorousness,

ED 249 473 CS 007 802

Klauk, E. Russell
Staging and Text Comprehensibility: It's What's "Up Front" That Counts.
PUB DATE- Apr 84
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984). Small print on several pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Cognitive Processes; *Coherence; *Cohesion (Written Composition); *Reading Comprehension; Sentence Structure; *Writing (Composition)
IDENTIFIERS- Author Text Relationship; *Staging (Text); Text Structure

The reader-centered emphasis dominating the current literature reflects an assumption that what is learned from text, and how much is learned, is determined primarily by the reader. An alternative thesis, however, is that much of the responsibility for text comprehensibility may lie with the producer of the text. That is, the text needs to be constructed so that readers have exactly one direct antecedent for marking concepts as being related, and the hierarchically arranged text macrostructure reflects the writer's perspective about what is important. This can be accomplished through staging, because it provides a mechanism whereby writers can develop coherent text in which preposition and sentences are connected and organized into a macrostructure reflecting the writer's salient ideas. Staging has three primary characteristics: (1) a set of author decisions that directly affect the structure and form of a message; (2) a set of instructions for determining the prominence of ideas in text, and for analyzing text for prominence; and (3) a means whereby authors control what is recalled by readers. The staging structure of text gains clarity when the hierarchy is represented. Although a somewhat time consuming and cumbersome procedure at first, with patience and practice, staging can be applied to text with relative speed and ease, and can prove useful in the production of well-structured, coherent text. (HOD)

Williams, James D.
Coherence and Cognitive Style.
PUB DATE- 83
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *Cognitive Style; *Coherence; College Freshmen; *Discourse Analysis; Educational Research; Epistemology; Higher Education; Oral Language; Written Language
IDENTIFIERS- Freshman Composition

A study investigated the relationship between cognitive style and coherence in discourse. The primary hypothesis was that coherence would vary bimodally by cognitive style classification. Forty-four freshman composition students from three west coast colleges completed the Culture Fair Intelligence Test, the Group Embedded Figures Test, and the PF-16 Personality Assessment. Each subject received linguistic stimuli that called for responses ranging from spontaneous dialogue to monologue to writing. A group of readers unaware of the nature of the research rated each response holistically in terms of coherence. Coherence scores were then analyzed in relation to cognitive style classifications as indicated by the Group Embedded Figures Test. On the basis of cognitive style scores, subjects were sorted into three categories using an SAS sorting algorithm. The first, or field dependent, category contained 17 subjects with cognitive style scores of less than 6. The field independent group contained 15 subjects with scores greater than 6. The third category, which was the norming group, contained 12 subjects with scores of exactly 6. The hypothesis that coherence varied by cognitive style was supported by the data. Field dependent subjects were eight times more likely to produce discourse of low coherence than of high coherence. They were two and a half times more likely to produce discourse of low coherence than were their field independent counterparts. The results suggest that coherence in discourse is largely a developmental phenomenon, not a pedagogical one. (Author/HTH)

ED 249 489 CS 208 457

Fehring, Heather; Thomas, Valerie
The Teaching of Spelling.
Victoria Education Dept. (Australia).

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Structures; Developmental Stages; *Epistemology; Higher Education; Individual Development; *Schemata (Cognition); Teacher Role; *Writing Improvement; *Writing Instruction
IDENTIFIERS- Perry (William)

The set of goals and plans that a writer might select to accomplish a given piece of writing is guided by the writer's conception of knowledge. In terms of cognitive theory, conceptions of knowledge may be viewed as epistemological schemata--structured clusters of knowledge about the nature of knowledge itself. William Perry's scheme of the intellectual development of college students helps to describe the naive epistemological theories of students. Briefly stated, Perry describes as dualistic the least intellectualy mature students, who believe that knowledge consists of absolute truths that are transmitted by authorities such as teachers. They may view the process of writing as involving the rigid application of "correct" rules and procedures, gleaned from the advice of composition teachers. Dualism evolves into multiplicity as multiple versions of reality are perceived. The writing of the student with a multiplistic orientation may be technically acceptable, but it lacks substance. As multiplicity develops into relativism, multiple points of view are perceived as related to their evidential bases. The presentation of facts or supporting information in the service of developing a thesis is the standard characteristic of a student's writing with a relativistic orientation. This sets the stage for commitment, in which the students perceive the necessity of making a personal choice between competing versions of reality. Writing from commitment produces not only clarity and coherence, but also voice. The teacher who is aware of students' epistemological assumptions may be able to work within their frame of reference when helping them improve their writing. (HOD)

ED 249 504 CS 208 596

Recommended English Language Arts Curriculum Guides, K-12, 1984.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

Student Attitudes; Teacher Role; Teacher Student Relationship; *Teaching Methods; Vocabulary Development; Writing Exercises; *Writing Instruction; *Written Language

IDENTIFIERS- National Writing Project; Wisconsin Writing Project; Word Games

Noting that having fun with language engenders a love of language and an understanding of its power and vitality, and that students with this awareness of and respect for language will likely be more successful writers, this guide offers suggestions that will help teachers ease the rigors of writing for their students and create a "language is fun" atmosphere in their classrooms. Following the introduction, the guide discusses the importance of teachers modeling writing in the classroom and offers suggestions to that end. The remainder of the guide offers classroom activities for teaching (1) dictionary skills, (2) etymology, (3) figurative language, (4) nonverbal language, (5) parody and satire, (6) poetry, (7) puzzles, (8) sounds of language, (9) storytelling, (10) vocabulary building, (11) word play, and (12) other ways to have fun with language. The guide concludes with references and a bibliography. (HTH)

ED 249 518 CS 208 611

Christensen, Linda, Ed.; And Others
A Guide to Expository Writing.
Wisconsin Univ., Madison. School of Education.
SPONS. AGENCY- Wisconsin Univ., Madison, Univ. Extension.
PUB DATE- 83
NOTE- 97p.; For other guides in this series, see CS 208 605.
AVAILABLE FROM- Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; *Definitions; Elementary Secondary Education; *Expository Writing; *Home Economics; *Paragraph Composition; Problem Solving; *Teaching Methods; Writing Exercises; *Writing Instruction
IDENTIFIERS- National Writing Project; Outlining; Wisconsin Writing Project

Designed to help teachers find an effective approach in teaching fiction, and (5) the role of literature in students' futures. In addition, the journal contains an essay on teaching students to write by Lee Hindel, the 18-year-old winner of the Avon/Flare young adult novel competition, and an excerpt from his winning novel. (HTH)

ED 249 533 CS 208 628

Roth, Rita

Language Learning and the Practical Use of Language in School.

PUB DATE- Apr 84

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Awareness; Cultural Differences; Curriculum Development; Educational Philosophy; Elementary Secondary Education; *Language Skills; *Language Usage; North American English; Oral Language; *School Role; *Social Bias; Standard Spoken Usage; *Student Needs; *Teaching Methods

Although the practical applications of language contribute to the development of language proficiency, United States schools have persevered in a formal language over a language-in-use emphasis in the language curriculum. A focus on gaining isolated language skills has led to a serious neglect of the social aspects of language. Public concern grows over low test scores and the inability of students to apply language skills, and so the remedy prescribed is largely more of the same. This continuance of a formal language emphasis also tends to reflect and legitimize the dominant culture. By disallowing personal (nonschool) knowledge and emphasizing public (school) knowledge, language instruction not only limits language learning, it limits the content of that learning and its challenges. However, control and autonomy among those students and teachers who do not accommodate to the status quo can take the form of resistance, and this can lead to the formulation of alternatives and change. Receptive and expressive language skills are crucial, not only because they are central to all school learning, but because they establish the basis for lifelong communicative competence. The ability to put language to practical use to expand knowledge, apply what is known, and establish creative alternatives and resolutions to problems has

The Development of Discourse Planning Skills in Early and Late Adolescence.
PUB DATE- Nov 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Age Differences; *Communication Research; *Communication Skills; *Discourse Analysis; Elementary Secondary Education; Grade 7; Grade 11; *Planning; Speech Skills

Twelve seventh grade and 23 eleventh grade students participated in a study that investigated age differences in the use of discourse planning. Subjects were given a list of games and asked to indicate which they knew well enough to explain to a peer. Subjects acting as speakers were seated at a table with a tape recorder present. Half had a listener present; half did not. Half had three minutes of planning time; half had no time at all to plan. Each subject was instructed to explain the game so that the listener (real or imagined) could then play it. Results indicated that both the amount and the level of planning increased with grade level. However, even at the higher grade level, some subjects did not plan, and most who did tried to write out their game descriptions. Overall, the findings suggest that some adolescents are unaware of the potential value of planning time and of ways in which to use it effectively when available. (FL)

ED 249 548 CS 504 707

Herndon, Rosanna, Comp.
Selected Bibliography of Books for Storytellers.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Folk Culture; Literature; *Reading Aloud to Others; *Story Telling
IDENTIFIERS- Fairy Tales; Folktales

Intended for any student of the art of story telling, this bibliography cites books about story telling as well as volumes of

historical conclusions were drawn and the two periods were compared to determine the nature of oratory past and present. The analysis revealed that the subject matter of all the early orations was metaphysical. The topics of the later speeches were distinctly different in that they were much more refined in nature, each specifically explaining a particular problem, its causes and cures. There were also differences in the organizational patterns employed by the speakers. Most of the earliest speeches used a tree pattern of organization, with the subject matter being treated from the point from which it naturally unfolded or developed. The five contemporary speeches all fit into the motivated sequence pattern consisting of five steps: attention, need, satisfaction, visualization, and action. Earlier speeches also used significantly less evidence than the later speeches. The historical significance of all the speeches was most clearly seen in the subjects that were discussed. The earlier speeches focused on the Bible while the later speeches were characterized by a noted absence of references to great figures in literature, mythology, and--in particular--oratory.(HOD)

ED 249 563 CS 504 725

Davis, David E.
A Structural Analysis of Four Religious Programs: The Effect of Program Structure on Ethos.
PUB DATE- 3 Nov 84
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Audiences; Communication (Thought Transfer); *Content Analysis; Mass Media Effects; *Performance Factors; *Production Techniques; *Programing (Broadcast); *Religious Cultural Groups; Television Research
IDENTIFIERS- Audience Response; *Communicator Style; *Ethos

To determine whether the structure of religious programs helps develop ethos (the image held of a communicator at a given time by a receiver) in terms of character, intelligence, goodwill, and charisma, an analysis was made of four religious programs: "The PTL Club", "The 700 Club", "Jimmy Swaggart," and "The Hour of Power." A coding sheet was used to record the following production concerns:

ED 249 577 EA 017 102

Shulman, Lee S.
A Perspective on Effective Schools.
PUB DATE- Jun 84
NOTE- 10p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Attitudes; Educational History; *Educational Improvement; *Educational Objectives; *Educational Philosophy; *Educational Principles; *Educational Quality; Elementary Secondary Education; Outcomes of Education; Researchers; Research Utilization; Teacher Attitudes
IDENTIFIERS- *Dewey (John)

This address provides a historical perspective on the concept of school effectivenss and argues for an enlightened synthesis of normative and empirical values. The first part, "Early Images of Effective Schooling," reviews the evolution of discourse on school effectiveness since the turn of the century. Although the early discussions were unscientific by modern standards, these educators had a clearer conception than their modern counterparts of the values, or basic philosophical presuppositions, underlying their view of education. A distinction is drawn between this normative view and the more modern empirical view, which defines good schools by measurable outcomes. The second part, "Three Nightmares about Education," discusses stereotyped fears among educators: policymakers' fear of inept teachers resisting implementation of research-based policy; teachers' fear of bureaucratic interference with their professional autonomy; and researchers' fear that their findings are either neglected or overgeneralized in practice. The third part, "Making Your School More Effective," suggests that the conditions for making average schools excellent may be fundamentally different from those for making poor schools marginally effective. Effectiveness can be measured empirically; excellence depends on normative standards. The final section, "A Radical Criterion for Effective Schools," suggests that effective schools are places that are educative for teachers as well as for students. (JE)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Educational Assessment; *Educational Improvement; Elementary Secondary Education; Inservice Teacher Education; Leadership Responsibility; *Organizational Development; *Organizational Effectiveness; Professional Development; *School Effectiveness; *Staff Development; Teacher Effectiveness; *Teacher Improvement; Teacher Supervision; Teaching Skills
IDENTIFIERS- California Staff Development Study

Beginning with the observation that educators are faced with rising public expectations, declining resources, and increased public criticism, this paper describes a six-fold model for determining how staff development is operating and how it can be made to operate more effectively, in a self-renewing manner. The six dimensions consist of the following: (1) orientations (services embedded within the school, services to schools focused on curriculum and instruction, services to schools for organizational development, services to individuals for inservice development, or services to individuals for role preparation); (2) school environments (energized, maintenance-oriented, or depressed); (3) initiatives (school-based, agency creating, special populations, curriculum improvement); (4) leadership (the principal as manager, harmonizer, or motivator); (5) growth states of teachers ("omnivores," active consumers, passive consumers, retrenched, or withdrawn); and (6) training (levels of training, objectives). Five levels of training (presentation of theoretical base, modeling, practice in controlled situations, feedback, and coaching) and three objectives (conceptual control, skill, and use or transfer) are identified. Two tables are included: one provides strategies for strengthening the educational leadership of principals and the other lists 10 practical questions for self-assessment of schools. (TE)

ED 249 592 EA 017 117

Nilsson, William P.
Management Development at Hewlett-Packard.
PUB DATE- Jun 84
NOTE- 9p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

variation in the availability of corporate aid, the sophistication and organization of schools' initiatives toward business, and the results of the interaction. Because large corporate donors are concentrated in the Northeast and because different industries are differently inclined toward educational support, many school systems have difficulty obtaining contributions. Gaining access to untapped corporate resources may be expensive and time-consuming. Although schools more often than businesses initiate cooperation, their efforts are generally disorganized and poorly monitored. Fewer than half the districts surveyed have policies on school-business interaction; groups such as teachers' unions, school business administrators, and school boards, which might lend valuable support to policymaking, are rarely involved. Though recent activites have modestly enhanced school resources and created some prospects for stable political alliances, most public-private ventures have been narrow, episodic, and superficial. To meet current challenges, schools must take coherent action toward long-term partnership with business. (MCG)

ED 249 606 EA 017 158

Neill, Shirley Boes
High Tech for Schools: Problems and Solutions. AASA Critical Issues Report.
American Association of School Administrators, Arlington, Va.
PUB DATE- 84
NOTE- 98p.
AVAILABLE FROM- Publications Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock #021-00122; $12.95 + $2.50 postage and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Computer Literacy; *Computer Oriented Programs; Computer Software; *Educational Innovation; *Educational Planning; *Educational Strategies; *Educational Technology; Elementary Secondary Education; Instructional Development; *Microcomputers; Program Content; Program Implementation; Purchasing; School Administration; Special Education; Staff Development; Teacher Role

environment, and thus cannot be directly transplanted, other school systems may use it as a general model. (MCG)

ED 249 621 EA 017 184

Brackett, John; And Others
The Legacy of Rational Budgeting Models in Education and a Proposal for the Future. Project Report No. 83-A21.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
NOTE- 75p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, Oct. 13-15, 1983).
GRANT- NIE-G-83-0003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Budgeting; Cost Effectiveness; *Educational Finance; Elementary Secondary Education; *Models; *Program Budgeting; Resource Allocation; *School Accounting; School Districts; School District Spending
IDENTIFIERS- *Local Planning and Budgeting Model; *Zero Base Budgeting

This paper represents a backdrop from which to consider the development of a planning and budgeting model for local education agencies. The first part of the presentation describes the demands and external pressures that affect resource allocation decisions in school districts. The ability of local school officials to link the cost consequences and implications of these policy and environmental pressures provides the rationale for designing the Local Planning and Budgeting Model (LPBM). The second part examines in detail the strengths, weaknesses, and performance of two well-known, previous budget reforms, Planning, Programming and Budgeting System (PPBS) and Zero-Based Budgeting (ZBB); and summarizes the lessons to be learned from these prior attempts to rationalize educational budgeting processes. The paper ends with a skeletal overview of the LPBM's conceptual framework and the implications from part II for the development of a strategy for implementing the LPBM in local school districts. A bibliography of 55 citations is appended. (Author)

NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education; *Employment Interviews; Federal Regulation; *Inquiry; Job Application; *Legal Problems; Personnel Policy; *Personnel Selection; Public Schools; Records (Forms); *School Districts

School districts seeking to obtain the person best qualified and suited for a particular position should use a precise, well-balanced application that will give a personal history, qualifications for the job, and job-related references that can be used to make more indepth inquiries concerning the applicant. Laws may vary from state to state regarding the permissibility of certain questions on an application form. Consequently, the emphasis in this guide is on what is permissible and impermissible under federal laws and regulations. Information that has been found by courts to be impermissible can be separated into four categories: (1) questions concerning marital status and family situation, (2) questions regarding personal history that are not job related, (3) questions concerning associational activities, and (4) questions regarding irrelevant educational and work history data. These categories are discussed in reference to a reproduction in the appendixes of an actual job application form containing examples of impermissible inquiries in all four categories. Also in the appendixes are sample application forms for professional and nonprofessional staff positions which are considered permissible. School districts are advised of ways to guard against interviewer bias and the use of criteria not related to the job. (MLF)

ED 249 636 EA 017 202

Communication: A Tool for School Improvement.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
NOTE- 66p.; Developed from papers offered at a conference of the same name (Austin, Texas, June 22-24, 1982). Portions of document may not reproduce clearly due to small print.
CONTRACT- 400-80-0107
LANGUAGE- English

Cannings, Terence R.; Williams, Richard C.
Improving School Programs--Some Administrative Insights and Policy Guidelines.
PUB DATE- 23 Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Oriented Programs; Elementary Secondary Education; Financial Support; *Grants; Program Evaluation; *Program Implementation; *Program Proposals; Proposal Writing; *School Support; *State Federal Aid; State School District Relationship
IDENTIFIERS- Elementary Secondary Education Act Title IV C

This study analyzes the attempts of the state of California to select and promote new educational practices under the auspices of ESEA Title IVC. First, the strategies adopted in California for selecting and promoting new programs are outlined in order to raise the question of the effectiveness of these procedures. Next, the research design is described: a 2-year study of the process of change in five Title IVC projects in four school districts in southern California. Data were collected through interviews, surveys, observations of staff development activities, and associated records and files. Through cross-validation of data, certain patterns, themes, and categories of variables emerged, and relationships among them were analyzed. Four factors were identified as detrimental to the success of the five projects: site instability, lack of ownership, inappropriate planning models, and conflicting incentive systems. Each is discussed at length, and the implications derived for state and private funding agencies attempting to implement computer literacy programs lead to these suggestions: (1) replace extensive and detailed proposals with more generalized "concept papers"; (2) offer developmental grants to encourage local ownership; (3) conduct evaluations jointly with applicants; and (4) allow sufficient time for implementation of the project (3-5 years). (TE)

ED 249 651 EA 017 228

Miller, Stephen K.; And Others
The Jefferson County Effective Schools Project: Description and Analysis of Outcomes.

Procedures to operate support programs with greater cost effectiveness have been developed in food, transportation, and custodial services. Self-insuring risk management and insurance, energy management, and intergovernmental cooperation are other measures that have increased cost effectiveness in the district. References and persons interviewed are listed at the conclusion of the bulletin. The appendix contains guidelines and questions for budget request reviews issued by the Beaverton school district to its budget committee members. (MLF)

ED 249 664 EA 017 284

Ponder, Gerald
Rassling with the Bear: The Once and Future Character of Local Curriculum Development.
PUB DATE- Mar 83
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Houston, TX, March 4-8, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Centralization; Change Strategies; Consultants; *Curriculum Development; Educational History; Educational Trends; Elementary Secondary Education; Futures (of Society); *Information Utilization; Organizational Communication; Principals; *School District Autonomy; Teacher Motivation; *Teacher Participation; *Teacher Role

This paper describes some of the historical background for current practices in local curriculum development, the major participants and their roles in local curriculum development, some of the processes involved, and the major conditions necessary for successful local development. Using a broad literature base of both published and unpublished sources, the paper suggests that teachers, as user-developers, are the most important participants in the process of local curriculum development, though the leadership of consultants and principals also is crucial. A configuration of factors that can be grouped under the labels of commitment, time, and support is necessary for sound and productive processes of local curriculum development. A 67-item bibliography is appended. (Author)

ED 249 680 EC 170 478

Hall, Robert J.; Cadwell, Joel

Temperament Influences on Cognition and Achievement in Children with Learning Problems.

Virginia Univ., Charlottesville. Learning Disabilities Research Inst.

SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.

PUB DATE- 24 Apr 84

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

CONTRACT- 300-77-0495

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Cognitive Development; Elementary Education; *Learning Disabilities; *Personality

IDENTIFIERS- *Task Orientation

Forty-six elementary-aged, learning disabled students were rated by their teachers on a 23-item temperament questionnaire (TTQ) during the Fall and Spring of the academic year. Cognitive ability and achievement information (Woodcock-Johnson Psychoeducational Battery) were also collected during the first and last month of the school year. Posttest cognitive and achievement measures were regressed on pre-subtest performance and teacher ratings of student temperament. Results were interpreted to suggest that temperament indices (i.e., Task Orientation, Adaptability, and Reactivity) influenced performance on cognitive and achievement subtests controlling for IQ and variations in teacher rating styles. Task Orientation appeared particularly potent, influencing performance on those subtests requiring students to do more of something that they already knew how to do (e.g., simple arithmetic operations, match-to-sample discriminations). (Author)

ED 249 681 EC 170 479

instructions. In addition, half of the subjects were told that they would be reading about a person waiting for a job interview, while the other subjects were told that the paragraph they would read involved an Olympic hopeful waiting to talk to a coach. SS were then asked to read a paragraph, divide it into units (either gross or fine), and rate the individual on such characteristics as sociability, good naturedness, humor, athletic ability, warmth, and popularity. Based on the introduction received--to a job interviewee or an athlete waiting to see a coach--the behavior contained in the paragraph was either in-role or out-of-role. Results revealed that hearing impaired Ss showed differences in the certainty of their attributions under fine unit versus gross unit conditions: they were more sure of their attributions when forced to use fine units. Hearing Ss, however, were more certain about their attributions under different role conditions. Results from the hearing impaired population supported the hypothesis that out-of-role behavior may cue Ss to employ finer units of perception, while results from the hearing Ss supported the hypothesis that highly certain attributions are the result of behavior which deviates from norms. (CL)

ED 249 696 EC 170 497

Hardaway, Barbara D.
Deafness: Explorations into a Community and Its Culture.
PUB DATE- 7 Mar 84
NOTE- 13p.; Paper presented at the Convention of the Eastern Communication Association (Philadelphia, PA, March 8-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cultural Context; *Cultural Differences; *Cultural Influences; *Deafness; *Minority Groups; *Social History

The paper examines deaf people as a minority group from a community and cultural perspective. The nature and evaluation of the deaf community are considered, and four basic avenues to membership are noted: audiological, political, linguistic, and social. Distinctive features of the deaf culture are described, including its value system which emphasizes respect for American Sign Language, a general disassociation from speech, and the importance of touch and nonverbal behaviors. It is concluded that the deaf community has a proud cultural identity, with their own language, community, goals,

Gifted Education in the 80's: Pitfalls and Possibilities.
PUB DATE- 25 Apr 84
NOTE- 14p.; Paper presented at the Annual Conference of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Definitions; Elementary Secondary Education; *Futures (of Society); *Gifted; Program Development; Program Evaluation; Talent Identification; *Trend Analysis

The paper examines key issues in the future of gifted education, first noting the emphasis in the current literature on the need for restructuring the curriculum, particularly in science and mathematics. Findings regarding definitions of gifted children are examined, noting the frequent practice of arbitrarily identifying those dimensions of giftedness which should be nurtured. Questions are raised regarding the primary purpose of the education of the gifted, criteria for developing identification systems, the nature of experiences provided to the gifted, qualifications of teachers, components of a quality educational program for gifted students, and program evaluation. (CL)

ED 249 713 EC 170 814

Gonter, Martha A.
Effects of Instruction through Total Communication on Deaf Children's English Language Development.
PUB DATE- Apr 84
NOTE- 31p.; Paper presented at the Annual Conference of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Deafness; Elementary Secondary Education; Grammar; *Language Acquisition; Manual Communication; *Total Communication

The paper reports on a two-part longitudinal study of the English language competencies of deaf students for whom total communication through manual coded English (MCE) was the primary method of

DESCRIPTORS- *Creativity; *Definitions; Elementary Secondary Education; Evaluation Methods; *Gifted; Models; *Student Characteristics; Student Evaluation; *Talent Identification; Theories

The paper examines the nature of giftedness. Part I reviews enduring questions and sources of controversy in the search for the meaning of giftedness, including the purpose for defining giftedness, difficulties with isolating a unitary definition of giftedness, and the distinction between gifted and potentially gifted persons. Part II describes research studies underlying a "three-ring" conception of giftedness: above-average ability, task commitment, and creativity. A definition of gifted behavior based on research conclusions and generalization is then offered. A review of research carried out on school programs using an identification system based on the three ring conception is also presented. The final section further analyzes the three ring concept by answering questions frequently asked by scholars and practitioners regarding this approach to a conception of giftedness, including such issues as the constancy and proportion of the rings. (CL)

ED 249 729 EC 170 841

Recreation for the Mentally Retarded: A Handbook for Ward Personnel.
Southern Regional Education Board, Atlanta, Ga.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Bethesda, Md.
PUB DATE- 64
NOTE- 214p.; This Handbook was developed as part of the Attendant Training Project.
GRANT- NIMH-MH-644
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Games; *Mental Retardation; Music; *Play; *Recreation; *Recreational Activities; *Residential Programs

Designed primarily for use by ward personnel in residential facilities for the mentally retarded, the manual presents an overview of recreational services. Four papers introduce the importance of recreation and consider approaches for its provision: "Why Recreation?" (W. Lawler); "The Role of the Attendant in Providing Recreation for the Retarded" (F. Chapman); "Selecting Activities to Fit the Retarded" (G. Bensberg); "The ABC's of the

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); Court Litigation; Elementary Secondary Education; *Eligibility; Financial Policy; *Handicap Identification; *Learning Disabilities; Special Education; *Speech Handicaps; State Standards
IDENTIFIERS- *California

In March, 1983, California adopted new eligibility criteria for handicapped students. The criteria for learning disabilities and speech impairments included complex statistical procedures designed to identify students with a deficit in educational performance of about 1.5 standard deviation units, as reflected in the scores of certain standardized tests. The paper examines development of the criteria, their relationship to federal regulations, and their tie to California's special education funding cap of 10% student enrollment. Technical aspects of the criteria are examined, including two case studies; and recent litigation regarding the new standards is discussed. Possible implications for special education programs elsewhere in the United States are noted. (Author/CL)

ED 249 745 EC 170 857

McCallister, Corliss; And Others
A Preschool for Developmentally Advanced (Gifted) Children.
PUB DATE- Apr 84
NOTE- 21p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Gifted; Preschool Education; Program Descriptions; *Program Development; *Summer Programs; *Talent Identification

A model summer program for developmentally advanced preschoolers is described, including identification procedures, staffing, and curriculum. An open classroom approach was utilized with art, music, dance, and drama activities to encourage creative growth; reading, math, and science taught in an exploratory way for those children ready for acceleration; an individualized motor development program; and parent education. Activities were designed

analysis for the development of distance education. (Author/KC)

ED 249 347 CE 039 133

Spencer, Robert E.; And Others

A Comparison between Paced Package and Home Study Courses with Respect to Completion Data. REDEAL Research Report #11. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.

Athabasca Univ., Edmonton (Alberta).

PUB DATE- Oct 80

NOTE- 13p.; Also sponsored by Innovative Projects Fund, Advanced Education and Manpower. For related documents, see CE 039 104 and CE 039 147.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Access to Education; *Correspondence Study; *Cost Effectiveness; Distance Education; Extension Education; External Degree Programs; *Group Instruction; Higher Education; Home Study; *Independent Study; *Learning Modules; Nontraditional Education; Open Universities; *Pacing; Program Costs; Teaching Methods

IDENTIFIERS- Athabasca University AB

Completion and cost data for six courses delivered in two different modes--home study and paced package--through Athabasca University were analyzed. Students in a home study course received tutorial support via the telephone and progress through the course was at the discretion of each individual learner. Students in a paced package course received tutorial support via the classroom instructor and progress through the course was instructor-determined. Results indicated that completion rates were substantially higher for paced package courses than for home study courses. In addition, estimated costs per student completion were lower for paced package courses, with one exception. Although the study concluded that paced package courses were more efficient, the study did not recommend the elimination of home study courses but suggested changes that would make them more cost-efficient while still providing a service for those who may not have any other means of acquiring higher education. (Author/KC)

world of work, and the way the two interact; using the MOIS; and exploring business careers. Career cluster charts are presented. The section with materials for career development in grades 9-12 provides an overview and suggests activities to integrate earlier phases of career development into a high school program to help students in career planning. The Pontiac Northern High School's Student Planning Model is briefly described, and one unit is provided. A school district example of a career development approach is described, and ideas are offered for development of high school handbooks for career development. (YLB)

ED 249 360 CE 039 777

Slaymaker, Josephine; Eakman, Donna
CPT Word Processing Instructional Materials.
Great Falls Public Schools, Mont.
SPONS. AGENCY- Montana State Dept. of Public Instruction, Helena.
PUB DATE- 84
NOTE- 219p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Editing; Individualized Instruction; Instructional Materials; Job Skills; Learning Activities; *Office Occupations; Reading Assignments; Secondary Education; *Typewriting; *Word Processing; Workbooks

A project to develop a student word processing manual was developed by using input from: (1) information specialists, employees, and educators; and (2) students using the manual. These instructional materials provide workbook assignments and reading for an individualized unit on CPT word processing to be used by 30 to 40 high school students per year. The unit is divided into three sections. Ten introductory chapters cover identifying system components, setting margins and tabs and format lines, typing text, recording to and recalling from disk, printing from disk, printing from screen, disk table of contents, centering text, underlining text, and document creation. Nine intermediate chapters focus on editing text, changing margins in editing, changing line spacing in editing, using non-adjust features, typing with coded functions, using coded tabs, block move, decimal tabs, and column move. Topics of the eight advanced chapters are search and replace, keyboard programs, screen sort, inserting pre-recorded material, inserting

ED 249 373 CE 039 806

Develop a Personal Philosophy Concerning Vocational Student Organizations. Second Edition. Module H-1 of Category H--Vocational Student Organization. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-172-8
PUB DATE- 84
NOTE- 33p.; For other modules in this series, see ED 246 306 and ED 245 075-076.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Competence; Competency Based Education; Educational Resources; Higher Education; Learning Activities; Learning Modules; Secondary Education; *Student Organizations; Student Participation; *Teacher Attitudes; *Teacher Education; Teacher Responsibility; *Teacher Role; *Teaching Methods; *Vocational Education

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. This module is designed to help the new teacher or teacher in training to develop a rationale for vocational student organizations and knowledge of how to use their activities to motivate student learning. The module consists of a terminal objective, two enabling objectives, a list of resources, and three learning experiences. Each learning experience contains an overview, enabling objectives, several activities with information sheets, and a feedback section for the student to evaluate his/her performance. The final experience of the module requires the student teacher to demonstrate his/her personal philosophy

*Practical Arts; Secondary Education; Service Occupations; Service Workers; State Curriculum Guides; Student Evaluation; Teaching Guides; Veterinary Medicine; Vocational Education
IDENTIFIERS- Kentucky; Mortuary Science; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in personal service occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of personal service occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these guide sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuls, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include lists of vocabulary, practical arts videotapes, references appropriate for career exploration, and ideas for addressing students with special needs. The eight student task assignment sheets are also included Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for four families of personal service occupations: individual services, home and property services, personal and financial services, and pet services. (YLB)

ED 249 386 CE 039 836

Keeton, Martha; And Others
Construction Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 102p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Building Trades; Career

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 82
NOTE- 119p.; For related documents, see CE 039 859-865.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Clerical Occupations; Individualized Instruction; *Insurance Companies; Job Skills; Learning Activities; Occupational Information; *Office Occupations Education; *Office Practice; Postsecondary Education; *Simulation; *Typewriting

This is the first of five student packets forming part of a position simulation developed for use in an office applications laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to become familiar with the tasks and duties performed by a clerk-typist working for an independent insurance agency. The packet, which contains approximately 10 hours of work, includes 14 numbered jobs and necessary supplies; letterhead or special forms not in the packet are provided as needed. A guide sheet provides instructions for each numbered job. Jobs include typing an application form, typing insurance terms, typing an insurance calendar, addressing envelopes and locating zip codes, typing reinstatement notices, typing agent's application form, typing file folder labels and 3 x 5 cards, typing premium deduction authorization cards, typing check-o-matic cards and customer billing forms, typing dividend notices, typing a life insurance policy, and typing unarranged letters. (YLB)

ED 249 399 CE 039 862

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet II. Office Occupations.

Columbus Area Vocational-Technical School, GA.; Georgia State Univ., Atlanta.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 82
NOTE- 67p.; For related documents, see CE 039 859-865.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

were conducted. In the first study subjects rated words that could be used as personality descriptors for likability and subsequently learned them by paired association. Results showed that subjects learned their liked descriptors-words more readily than their disliked words. Subjects in the the antonym condition learned the opposites of their dislike words more readily than the opposites of their like words. In the second and third studies high school and college students rated nonsense syllables to one prime syllable by way of triassociation. Results showed that oppositionality had great heuristic power and that this facilitative role was in the dialectically framed conceptual abilities of the subjects. In the fourth study subjects learned words associated with personality characteristics, manipulated for oppositional/nonoppositional organizers. Results showed that words associated with oppositional organizers were easier to memorize. In the fifth study subjects rated personality traits for affective preference and gave associaitons to the meanings of each word. Results showed that the impression formed by subjects based on the antonym were significantly different from the prime. These findings suggest that human meanings are not congeries of singular, unidirectional associations. (BL)

ED 249 415 CG 017 734

Thompson, Rosemary A.

Expressed and Tested Vocational Interests of Vocational Technical Students versus Non-College Bound Students Using the Career Assessment Inventory.

PUB DATE- Mar 83

NOTE- 16p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Choice; *Career Counseling; High School Students; *Interest Inventories; *Noncollege Bound Students; Secondary Education; Vocational Education; *Vocational Interests

IDENTIFIERS- *Career Assessment Inventory

Within the secondary school setting, counselors and educators increasingly need to look beyond the traditional dichotomy between the college bound and the noncollege bound student. To examine the

Recent research on women's lives has emphasized the complex interactions between situational constraints in the family and the workplace. To examine the relationship of situational variables and personality characteristics to career-related self-efficacy expectations and life satisfaction in women, 94 college women completed a questionnaire eliciting demographic and life satisfaction information, and career-related self-efficacy expectations. Three personality measures used in addition were the Performance Self-Esteem Scale, the Bem Sex Role Inventory and the Gambrill-Richey Assertion Inventory. Data were categorized by three age groups: young adult (18-24 years); adult (25-34 years); and mature adult (35 years and older). An analysis of the results showed that the young adult women were most confident about achieving career goals and most satisfied with their lives, while mature women were least confident and satisfied. However, mature women rated their present happiness and their expected happiness from age 45 on more positively than either of the younger categories. Adult women were highest in performance self-esteem. The incidence of traditional femininity increased with age. The estimates of career-related self-efficacy and life satisfaction were highest for young adult women. Adult women were least happy with their rate of career advancement and tended to be anxious and assertive. Androgynous women were more confident of successfully completing training and launching a new career than either feminine or undifferentiated women. (BL)

ED 249 430 CG 017 749

Robinson, John

Culture Shock: Information Packet for Developing Stress/Culture Shock Programs for Students in Overseas Schools.

PUB DATE- 84

NOTE- 25p.; A workshop presented at the NE/SA Teachers' Conference (Colombo, Sri Lanka, March 23-26, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Children; Coping; *Counseling Techniques; Cultural Images; *Culture Conflict; *Educational Games; Elementary Education; *Foreign Students; Stereotypes; *Stress Management; Teaching Guides adolescent substance abusers. To isolate and cross validate factors which are predictive of addiction treatment attrition among adolescent substance abusers, screening interview and diagnostic variables from 119 adolescent in-patients were submitted to a discriminant equation analysis. The results showed that the equation was able to successfully predict program completion/non-completion for 82 percent of the derivation sample. The variables which distinguished the two groups were a diagnosis of affective disorder, two or more previous psychiatric treatments, a history of family pathology, and minimal (or no) family involvement in the patient's treatment. Use of this formula on a second cross-validation sample (N=45) yielded a hit rate of 76 percent. These findings support the use of the discriminant equation analysis model, and suggest that treatment dropouts can be identified even among high risk groups such as adolescents in substance abuse treatment. (BL)

ED 249 445 CG 017 765

Noll, Robert B.; And Others
Cognitive Factors in Substance Abuse: The Case for Early Learning.
PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholic Beverages; Cognitive Development; *Cognitive Structures; Drug Abuse; *Family Influence; *Knowledge Level; *Preschool Children; Preschool Education; Prevention

Recent research has suggested that children acquire important knowledge and attitudes about drugs early in their development. To explore the extent of preschoolers' knowledge of alcoholic beverages, two studies were conducted. In the first study, 20 children, 10 from families with alcoholic fathers and 10 controls, participated in Piagetian-like tasks to determine their cognitions about alcohol and its uses. Preliminary findings from this pilot study indicated that most of the study children possessed considerable knowledge about alcoholic beverages. In addition, children in alcoholic families did not perform significantly better on these tasks, although differences were in the predicted as well as their positive sociometric nominations, ages, and intrapersonal perceptions of locus of control and shyness. The findings suggest the necessity of interpersonal communication with regard to the socially facilitating effects of humor. (BL)

ED 249 460 CG 017 780

Tarnai, John
Multidimensional Scaling of Attachments and Relationship Loss.
PUB DATE- Aug 84
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; College Students; *Emotional Response; Higher Education; *Interpersonal Relationship; Multidimensional Scaling; Sex Differences
IDENTIFIERS- *Relationship Termination

Despite revived interest in the study of relationships, the effect of loss of relationships in adulthood has lacked empirical study. To examine the dimensions underlying peoples' conceptions of their attachments in relationships and their reactions to the loss of relationships, 53 college students (31 females, 22 males) completed a questionnaire containing all non-redundant combinations of pairs of 20 relationships, and 15 bipolar scales. Some subjects (N=31) rated the similarity of relationships in terms of attachment, and the remaining subjects (N=22) rated the similarity in terms of loss. An individual differences multidimensional scaling analysis resulted in a two dimensional solution for attachments and for losses. While the dimensional solutions for attachments and loss were similiar, the configurations of relationships in the multidimensional space differed. The bipolar ratings indicated that the first dimension of relationships can be characterized as important versus not important. The second dimension on attachments was labled biological relation versus non-biological relation. For loss, a similiar pattern emerged. (BL)

ED 249 474 CS 007 804

Langer, Judith A.
Children's Sense of Genre: A Study of Performance on Parallel Reading and Writing Tasks.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 42p.
GRANT- NIE-G-82-0025
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Cognitive Processes; *Cognitive Structures; Elementary Secondary Education; Language Usage; *Reading Comprehension; *Reading Processes; *Reading Research; Writing Skills
IDENTIFIERS- *Reader Text Relationship; *Story Structure

A study explored children's notions of what stories and reports are, how they can be organized, and when to use them, as revealed in the stories and reports they wrote or recalled and in their responses to questions about each. Sixty-seven high achieving children in grades three, six, and nine read and wrote similar kinds of stories and reports. This permitted comparison of ways in which they organized their knowledge across genre and domain. Findings indicated the following: (1) children have strongly differentiated notions of stories and reports and structure them in different ways from early in their lives, (2) they use these structures in the pieces they read and retell as well as in the ones they write, (3) both stories and reports grow in complexity along a variety of measures, and (4) both stories and reports show increased student control of genre-related organizational structures as children develop. (Author)

ED 249 475 CS 007 805

Langer, Judith A.
Literacy Instruction in American Schools: Problems and Perspectives.
PUB DATE- 84
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

REPORT NO.- ISBN-0-7241-7400-1
PUB DATE- 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Dictionaries; Elementary Education; *Evaluation Methods; Language Acquisition; Learning Activities; *Letters (Alphabet); Phoneme Grapheme Correspondence; *Spelling; *Spelling Instruction; *Teaching Methods; Writing Skills

Recognizing that learning to spell is a complex, active process of discovery, this book presents some suggestions for the teaching of spelling that may be incorporated into different types of language programs and adapted to suit the needs of children with a range of spelling abilities. Following the introduction, a section on beginning spelling offers suggestions for introducing children to the purpose and structure of written language, activities for learning about the letters of the alphabet, and a description of children's spelling as they learn about the relationship between sounds and letters. Further growth in spelling is discussed in the next section, which covers topics such as teaching spelling through children's writing, helping children to discover correct spelling, and teaching children to identify and correct the words they have misspelled. Ways to extend the range of childrens' writing and to promote spelling are discussed in the next section. The last two sections offer ways for evaluating children's spelling and suggestions for helping children learn to use a dictionary. (HOD)

ED 249 490 CS 208 489

Orr, Quinn
The Effect of Selected Cinemagraphic Elements on Audience Perception of Mediated Concepts.
PUB DATE- Aug 84
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

PUB DATE- 84
NOTE- 36p.
CONTRACT- 400-83-0025
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Curriculum Development; *Curriculum Guides; Elementary Secondary Education; *English Curriculum; *English Instruction; Evaluation Criteria; *Language Arts; Standards

The first half of this booklet presents an annotated list of curriculum guides recommended by the National Council of Teachers of English Committee to Evaluate Curriculum Guidelines and Competency Requirements. The curriculum guides cited in the booklet represent a variety of sample frameworks, units, and lesson plans intended for reference use by schools and agencies in the process of developing or revising a curriculum. Grouped according to the year in which the guides were recommended (1982, 1983, and 1984), each annotation each annotation provides information on grade level, content, aims and objectives, and how to obtain the guide. The second half of the booklet contains a statement of criteria for the planning and evaluation of English language arts curriculum guides that covers the areas of philosophy, policies and procedures, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (HOD)

ED 249 505 CS 208 598

Santmire, Toni E.
Cognitive Development in Writing.
PUB DATE- Apr 84
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

expository writing, this guide divides expository writing into five main types: definition/classification, comparison/contrast, thesis/proof, problem/solution, and inference (drawing conclusions). Five different starter techniques are presented with each of the five main types of exposition: unfinished sentence, sentence synthesis, framed paragraph, expansion by paragraphing, and outlining (question-answer detail). These techniques are used to teach expository writing at the elementary school level and at the middle school/high school level. They are used both in the language arts and the home economics curricula. (HOD)

ED 249 519 CS 208 612

Christensen, Linda, Ed.; And Others
A Guide to Journal Writing.
Wisconsin Univ., Madison. School of Education.
SPONS. AGENCY- Wisconsin Univ., Madison, Univ. Extension.
PUB DATE- 83
NOTE- 59p.; For other guides in this series, see CS 208 605.
AVAILABLE FROM- Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Language Usage; Models; *Teacher Role; *Teaching Methods; *Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- *Journal Writing; National Writing Project; Wisconsin Writing Project

Noting that the writer's journal is both a memory bank for observations and a nonthreatening means of exploring language, this guide offers individual classroom strategies for making the journal a valuable writing instruction tool. Following an introduction, the guide is divided into sections as follows: (1) philosophy of journals in the classroom; (2) the value of journals for writers; (3) some questions teachers ask about using journals; (4) journal writing activities for the elementary, junior high, and high school levels; and (5) fictional and nonfictional journal writers for use as models at the elementary and secondary levels. The guide concludes with a bibliography. (HTH)

implications for cultural production and reproduction. (FL)

ED 249 534 CS 208 629

Wolfram, Manfred K.
Techniques in Television Drama: A Case for a Revised Dramaturgy.
PUB DATE- May 83
NOTE- 15p.; Paper presented at the International Conference on Television Drama (3rd, East Lansing, MI, May 19-22, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Imagery; *Production Techniques; *Semiotics; Sensory Experience; *Special Effects; Speech Communication; *Television; Television Lighting; *Television Research; Theories; Visualization; *Visual Literacy

One approach to the study of the televised image is through the combination of signs, created through production choices. Just as a linguistic sign does not carry exclusively the thoughts of its author but interposes its own material form (thus affecting reading of the text), so does the production choice (technique) infect the thought of the television writer, producer, director, and viewer. One of the dominant stylistic features within the television picture is its varied treatment of time and space. A given space, as defined through the depth of field of a shot, depends upon several technological conditions, such as the amount of light and the speed of the lens. To complement this treatment, one also has to account for the actual physical distance of object/subject to camera position. This space dictates the staging and blocking of the action. Ultimately, the area in which the "what" and the "how" of the viewer's pictorial experience unfold is determined by a variety of technological conditions that, in turn, both specify the staging, the quality of the lens, and the light level of the scene and define the physical studio space. Every successful technique expressed through the image contains traces of production applications, differences not chosen but within the realm of conventional procedures, pictorial signs, and formulas. Informed production techniques and knowledge of the conditions inherent in production are imperative and indicate a strong demand for a revised television dramaturgy. (HOD)

stories for telling from around the world. Those citations with story telling as the subect are marked with an asterisk. Other volumes listed may also include essays or lessons, but are classified primarily as anthologies or single stories adapted for story telling. (HTH)

ED 249 549 CS 504 708

Willett, Tom H.

Teacher Assessment and Nonverbal Communication: The State of the Arts.

PUB DATE- Sep 84

NOTE- 14p.; Paper presented at the Annual Meeting of the Speech and Theatre Association of Missouri (Springfield, MO, September 21-22, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Behavior Patterns; *Classroom Communication; *Evaluation Methods; Measurement Techniques; *Measures (Individuals); *Nonverbal Communication; Self Evaluation (Individuals); Speech Communication; *Teacher Behavior; *Teacher Effectiveness

IDENTIFIERS- Communication Styles

Assuming that teacher effectiveness and nonverbal communication are interrelated, an analysis of nonverbal communication and teacher assessment of nonverbal action is appropriate. A review of the literature indicates that nonverbal behaviors may be examined by the impressionistic and the quantitative methods. Each of these methods generates information useful for teachers in examining their own communicative behavior. The impressionistic method uses a semantic differential scale that provides a means for assessing the general level of teacher nonverbal activity. The Mehrabian instrument (1972), for example, includes 18 bipolar adjective pairs such as happy-unhappy, bored-relaxed, aroused-unaroused, and dominant-submissive. The scales can provide not only student perceptions of the teacher's behavior, but also a teacher's self-perception of his or her behavior. The quantitative analysis relies on instruments that classify classroom teacher behaviors. The Love and Roderick instrument (1971), for example, was developed on the basis of two criteria: behaviors included in the instrument had to be exhibited by a majority of teachers regardless of grade level or subject area, and the behavior had to be singular in

(1) program segment, (2) length of segment, (3) number of camera shots in the segment, (4) symbolic significance of camera to the speaker, (5) music (entertainment), (6) graphics, (7) audience reaction shots, and (8) audience analysis. Data analysis revealed that all four programs attempted to establish ethos. However, two programs appeared to be more successful than the others. The structures of "The Hour of Power" and "The 700 Club" contributed to the programs' character, intelligence, goodwill, and charisma. Both programs contained program segments that gave a balance of diversity to the program. A further contributing feature of each of these programs was the lower number of camera shots. But the strongest point for both programs was the appearance of organization, preparation, and well-informed participants. (The coding sheet used in the study is appended.) (HOD)

ED 249 564 CS 504 727

Slater, Dan; Thompson, Teresa L.
Parental Discretion Advised: Televised Warning Statements and Parental Attitudes.
PUB DATE- Nov 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Interests; Children; *Consumer Protection; *Mass Media Effects; Parent Attitudes; *Parent Child Relationship; Parent Participation; *Parent Responsibility; *Television Research; *Television Viewing
IDENTIFIERS- *Media Responsibility

A study was conducted to determine the influence on parents of televised warnings about content unsuitable for children and to determine parents' attitudes toward such warnings. Researchers conducted interviews in 422 homes and distributed questionnaires with Likert-type and frequency scale items. While parents recognized and observed the warnings, the multiple regression analyses revealed that the parents who were influenced by the warnings were those who came to the viewing situation already active in regulating and monitoring their children's television viewing. The results suggest that television networks should supplement the warning statement system with efforts to increase

ED 249 578 EA 017 103

Clark, David
Strategies for Effective School Improvement Programs.
PUB DATE- Jun 84
NOTE- 7p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Improvement; *Educational Innovation; Educational Quality; Elementary Secondary Education; *Instructional Improvement; Organizational Climate; *Organizational Effectiveness; Organizational Objectives; Program Effectiveness; Program Implementation; Teacher Administrator Relationship
IDENTIFIERS- In Search of Excellence; Nation at Risk (A)

Any attempts to improve excellence and equity in our schools must be predicated on the self-confident assumption that our schools can make a critical difference in the lives of children and young adults. Four propositions are offered as to what we know about school improvement: (1) public schools, individual classrooms, and school systems can and do improve. The factors that facilitate improvement are not so exotic, unusual, or expensive that they are beyond the grasp of leaders in ordinary situations; (2) teachers will respond to administrative assistance and support in implementing school improvement programs; (3) an innovation is more likely to be adopted if it is perceived as having relative advantage, compatibility, simplicity, and legitimacy; and (4) specific resources (staff development and monetary support) are necessary for effective school improvement programs. Seven characteristics of effective organizations that are also characteristic of effective schools are identified: (1) commitment, (2) expectations, (3) action, (4) leadership, (5) focus, (6) climate, and (7) slack. (TE)

ED 249 579 EA 017 104

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; *Industrial Training; *Management Development; Management Teams; Managerial Occupations; Morale; *Organizational Development; Participative Decision Making; *Staff Development; Supervisory Training; Teamwork
IDENTIFIERS- *Hewlett Packard System

This presentation describes the principles and policies underlying the successful management development program at Hewlett-Packard Company, a manufacturer of electronic instruments and components. The company is organized into relatively independent product divisions with decentralized decision-making responsibilities, flexible working hours, and informal communication across organizational lines. Managers at all levels are evaluated and promoted on the basis of their ability to engender teamwork, and quality circles are an integral part of the company's operation. The management development strategy is based on training programs for each of four levels of management transition: to manager (management development program), to "manager of managers" (managing managers program), to functional manager (management seminar), and to general manager (executive seminar). The curriculum of each of these programs emphasizes the overall corporate philosophy of team management. Management development activities, specifically directed at improving overall effectiveness and productivity, include training courses and seminars on quality enhancement, manufacturing management, and research and development productivity. Because of the rapid pace of progress in electronics, continuing education for engineers is critical to the success of the company. (TE)

ED 249 593 EA 017 118

Showers, Beverly
School Improvement through Staff Development: The Coaching of Teaching.
PUB DATE- Jun 84
NOTE- 8p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Responsibility; Elementary Secondary

A 1982 survey of school superintendents provided much of the material for this discussion of the educational applications of microcomputers and other technologies, and for planning and developing these applications in schools. Chapter I is an interview with David Moursund, an educational computing expert who discusses issues and trends in school computer use. Chapter II describes a variety of applications and instructional programs and discusses changing definitions of computer literacy. Chapter III discusses technology planning theoretically and in several concrete instances, notably that of the Lexington Public Schools (Massachusetts); equity is noted as a growing concern. Considerations in computerizing--hardware selection and scheduling, budgeting, school staff roles and staff development, and software selection and design--are examined in chapters IV, V, and VI. Chapter VII outlines actual and potential administrative applications and offers advice on purchasing hardware and software for such applications. Special education applications are discussed in chapter VIII. Finally, chapter IX briefly explores other technologies, including cable television, electronic information networks, and videodiscs. (MCG)

ED 249 607 EA 017 165

Berg, Gunnar
OD in North American Schools: A Scandinavian View, with Comments by Matthew Miles and Michael Fullan. Uppsala Reports on Education, No. 20.
Uppsala Univ. (Sweden). Dept. of Education.
REPORT NO.- ISBN-91-85250-93-7
PUB DATE- Aug 84
NOTE- 113p.; Translated from the Swedish by Martin Naylor.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; *Change Strategies; Educational Change; Educational Environment; Elementary Secondary Education; Institutional Advancement; *Organizational Climate; *Organizational Development; *Organizational Theories; Program Administration; School Based Management; Social Exchange Theory; State of the Art Reviews; Systems Approach

This report discusses the structural conditions under which organizational development (OD), as employed in the school systems

ED 249 622 EA 017 187

Smorodin, Calla

Why Teachers Implement: An Examination of Selected Variables.

PUB DATE- 84

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adoption (Ideas); *Change Strategies; Consumer Education; Coordination; *Curriculum Development; Elementary Education; Feedback; Grade 5; Inservice Teacher Education; Instructional Innovation; *Program Implementation; *Resource Staff; Tables (Data); *Teacher Participation

The overarching variable in this study is the effect of differing amounts of personal contact between teachers and a program coordinator on the degree of implementation of a consumer education curriculum innovation in fifth-grade classrooms. Other variables under study were inservice training, feedback mechanisms, and participation. The sample consisted of 130 fifth-grade teachers from 4 urban and suburban school districts assigned to 5 treatment groups as a result of teachers choosing to attend inservice workshops and requesting additional personal contact with the program coordinator. The instrumentation consisted of a total of 94 self-report questionnaires, representing 72 percent of the sample, and a focused interview with 12 members of the sample. Analysis of the data showed a strong, statistically significant relationship between personal contact with a program coordinator and implementation of a curriculum innovation. As teachers' contact with the coordinator increased, so did level of implementation. Moreover, increases in personal contact and level of implementation were accompanied by increases in teachers' favorable opinion about the general content area and increases in teachers' use of community resources. (MLF)

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Skills; *Educational Environment; *Educational Improvement; Elementary Secondary Education; Mass Media; Publicity; *Public Relations; Resource Materials; *School Community Relationship
IDENTIFIERS- *Research and Development Exchange

Participants representing public relations offices in state education agencies and school districts in Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas attended a conference held to explore positive approaches to school public relations. There were three objectives set to meet this general purpose: (1) to increase awareness of the School Climate program as one means of accentuating the positive; (2) to provide various approaches and information to enhance external communication for school improvement; and (3) to provide information and strategies to facilitate internal lines of communication for total school improvement. These conference proceedings synthesize the content of the following presentations: "School Climate" (Barbara Case); "Getting Your Message to the Public" and "Surveying Your Community" (Larry Ascough); "Working with the Media" (Rodney Davis); "Involving Total Staff for Good P.R." (Bonnie Ellison); "I Have Met the Enemy and They Is Us" (Barbara Dudlacek); and "Internal Communications" (Mary O'Neill). Copies of handouts distributed by the speakers, the conference agenda, and an evaluation are also included. (MLF)

ED 249 637 EA 017 203

Schnittjer, Carl J.; Flippo, Rona F.
Competency Based Certification of School Administrators: The Georgia Experience.
PUB DATE- Apr 84
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; Administrator Evaluation;

PUB DATE- Apr 84
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); Elementary Education; *Experimental Programs; Inservice Teacher Education; Mathematics Achievement; Multiple Regression Analysis; *Outcomes of Education; Predictor Variables; Reading Achievement; School Demography; *School Effectiveness
IDENTIFIERS- Creating Effective Schools Program; *Jefferson County Public Schools KY

In 1982-83 the Jefferson County Public Schools (Kentucky) (JCPS) implemented a pilot effective schools project for 10 elementary buildings, based on the inservice program, "Creating Effective Schools," by Brookover and others (1982). This paper provides an overview of the origin of the program in JCPS, how the program was conducted, and a brief review of events through the first year. Outcomes of pilot schools are compared to district schools by an analysis of covariance using 1981-82 achievement and attendance as covariates along with various demographic controls. Results, computed as weighted school means based on standardized z-scores, reflect the gain in achievement for reading and math during the 1982-83 year. For reading (similar results were obtained for math), the average growth for the entire district, project schools, and remaining schools (n=87, 10, 77, respectively) was .080, .291, and .053 in standard deviation units. This strong statistical and educational significance was achieved under conditions of implementation that were far from ideal. Discussion involves planning, district support, institutionalization, possible Hawthorne effects, level of use, and other factors related to organizational change. (Author/MCG)

ED 249 652 EA 017 231

School District Cash Management. Program Audit.
New York State Legislative Commission on Expenditure Review, Albany.
PUB DATE- Dec 81
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

ED 249 665 EA 017 285

Marchiony, Eve
Managing Controversial Meetings.
PUB DATE- 25 Apr 83
NOTE- 10p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 23-26, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; *Boards of Education; *Conflict Resolution; Elementary Secondary Education; *Group Dynamics; Interpersonal Competence; *Meetings

The "management of crisis," as opposed to crisis management," requires prior planning. Boards of education that habitually practice courtesy and have some knowledge of group dynamics do not create controversy by their own actions and will have fewer controversial meetings to manage. Policymakers should know ahead of time what issues are likely to be controversial. Plans to minimize controversy include seeking information and opinion from the community, enlisting the aid of the media, and having previously established rules for the conduct of board meetings. (MLF)

ED 249 666 EA 017 290

Seiff, Hank
How to Cut Costs by Saving School Bus Fuel.
PUB DATE- 17 Oct 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of School Business Officials (Atlantic City, NJ, October 14-18, 1984). Copies taken of 9 slides (selected from a total of 19) that accompanied the presentation are included with the paper for purposes of illustration.
LANGUAGE- English

Baroody, Arthur J.; Ginsburg, Herbert P.
TMR and EMR Children's Ability to Learn Counting Skills and Principles.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 84
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
GRANT- NICHD-HD-16757-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computation; Elementary Education; *Mild Mental Retardation; *Moderate Mental Retardation; *Number Concepts; Teaching Methods; *Tutoring

The study examined the effectiveness of a tutoring program on counting and number skills for trainable mentally retarded (TMR) and educable mentally retarded (EMR) students (5-14 years old). Experimental Ss received individualized instruction based on counting games while control Ss received instruction on objectives not related to counting. Analysis is presented of pre- and posttests on oral counting, counting transfer, counting by 10, enumeration and production of objects, enumeration transfer, production transfer, cardinality rule, subitizing, finger presentation of 1 to 10, order-irrelevance principle, and equivalence. Pretesting data suggested that basic counting skills cannot be taken for granted in retarded populations. The training was reasonably successful in extending Ss' oral counting sequence, suggesting that short-term intensive individual tutoring that focuses on count patterns is useful, perhaps especially with TMR pupils. Training was not generally successful in producing transfer. Findings suggested that if the S's cooperation can be obtained, oral counting training can be effective with mentally retarded children with relatively low mental ages. (CL)

ED 249 682 EC 170 480

Naour, Paul; Martin, Daniel
Verbal Deficit in Learning Disabilities: Electrophysiological Evidence for Visuospatial Processing Predominance.
PUB DATE- Apr 84

values, and traditions. (CL)

ED 249 697 EC 170 498

Harrell, Lois
From Crib to Kindergarten: A Continuum of Needs of the Visually Impaired Preschooler.
PUB DATE- 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Development; Communication Skills; Emotional Development; Infants; *Intervention; Motor Development; Preschool Education; Sensory Integration; Stimulation; *Visual Impairments

The paper focuses on the needs of visually impaired preschoolers in various developmental areas. The importance of attachment to a significant other for establishing trust is outlined and the fact that body awareness, object permanence, range of motion, spatial awareness and orientation must be logically and actively introduced is cited. Aspects of learning needs are addressed according to two age levels (0-3 and 3-5) for the following developmental areas: sensory motor development, social emotional development, cognitive/academic functioning, communication, daily living skills/independence, and orientation and mobility. (CL)

ED 249 698 EC 170 499

Harrell, Lois
The Visually Impaired Preschooler with an Emphasis on Medical Intervention.
PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

instruction. In Part I of the study, the performance of three groups of deaf Ss who used MCE was compared with that of three groups of normal hearing Ss who used oral English. In Part II of the study, a subset of Ss from the original sample were retested 3 years later and those scores compared with their original scores. Analysis of scores on a modified version of the Imitation, Comprehension, and Production (ICP) test demonstrated deficits experienced by deaf Ss during the early stages of language acquisitions (a language difference with hearing Ss on such an ICP task was 3-4 years). However, the results also showed the long term improvement toward mastery of basic English grammar possible with MCE instruction in total communication programs. Additional findings pointed to a pattern of difficulty in the acquisition of the ICP's 12 grammatical features by deaf Ss. (CL)

ED 249 714 EC 170 815

Gonter, Martha A.
Early Development of Vocal and Signed Language in Hearing and Deaf Fraternal Twins.
PUB DATE- Apr 84
NOTE- 38p.; Paper presented at the Annual Conference of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Deafness; Infants; *Language Acquisition; Longitudinal Studies; *Twins

The paper reports on a study of communication skills in twin infants, a deaf male and a hearing female, who have hearing impaired parents and an older deaf sibling. Videotapes of interaction in the home were transcribed and analyzed according to communication mode and pragmatic function. Findings suggested that both twins were somewhat delayed in certain areas of language development, even compared to deaf norms. The female exhibited a greater amount of communication than the male, perhaps indicating a more generalized perception of differences between the twin's operational styles. The beginnings of code switching behaviors were evidenced, especially in the female infant's apparent discrimination between interactors on the basis of communication modality. Pragmatic analysis revealed marked similarity in

Fourth 'R'" (V. Dobbins). The remainder of the handbook is composed of descriptions of active games, music and rhythm activities, quiet and table games, arts and crafts, and homemade games and equipment that are suitable for use with mentally retarded individuals. Entries list information on the number of participants, play area required, and play procedures for each activity. (CL)

ED 249 730 EC 170 842

Mosiman, Joyce; And Others
Fun Food Experiences for Preschool Children with Handicaps.
Children's Mercy Hospital, Kansas City, MO.
SPONS. AGENCY- Missouri State Dept. of Health, Jefferson City.
PUB DATE- May 83
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Dietetics; *Disabilities; *Eating Habits; Food; Learning Activities; *Nutrition; Preschool Education

The manual includes lesson plans and suggestions for introducting handicapped children to good nutrition through enjoyable activities. Special considerations for specific types of handicaps are briefly noted (including safety considerations for children with physical disabilities). Each lesson is organized according to purpose, teacher objectives, materials needed, program preparation, and related activities to reinforce class objectives. Many activities involve the use of a puppet. Lessons touch upon such topics as food sources, food growth, planting, making a tossed salad, yogurt and fruit, and types of potatoes and how they grow. A methods section presents guides on gardening and planting techniques. (CL)

ED 249 731 EC 170 843

An Evaluative Overview of the Kendale Pilot Resource Program.

to emphasize natural consequences, responsibility, positive self-concept, self-discipline, problem solving, and making choices. The program features cooperative efforts of the community and of the local state university, and informal evaluation results are cited. (CL)

ED 249 746 EC 170 858

St. John, Jeanne

Acupressure for Educators: An Illustrated Workbook for the Practice of Simple Acupressure Techniques. Experiencing Energy. Third Edition.

Santa Cruz County Office of Education, CA.

PUB DATE- 84

NOTE- 44p.; Product of Project P.R.E.S. (Physical Response Education Systems)

AVAILABLE FROM- Santa Cruz County Office of Education, 809 Bay Ave., Suite H, Capitola, CA 95010 ($3.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Anxiety; *Elementary Secondary Education; Exercise; Learning Activities; Physical Activities; *Relaxation Training; Stress Variables

IDENTIFIERS- *Acupuncture

The guidelines are intended to familiarize educators with the basics of acupressure and to suggest ways in which the principles may help relieve anxiety and stress in school students. Eight energy exercises are introduced, followed by a review of the basic principles of energy and guidelines for giving and receiving acupressure. Illustrations of "quick and easy" exercises designed to aid relaxation are presented along with postures and exercises for a variety of conditions (including insomnia, sore muscles, back discomfort, and sciatica). A section on school applications considers group as well as individual activities and touches upon acupressure's contributions to nursing, speech/language/sensory motor therapy, counseling, staff meetings, and office and custodial staff. (CL)

ED 249 348 CE 039 147

Coldeway, Dan O.
Project REDEAL. Final Report. REDEAL Technical Report #3.
Athabasca Univ., Edmonton (Alberta).
SPONS. AGENCY- Alberta Dept. of Advanced Education and Manpower, Edmonton.
PUB DATE- Oct 80
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Programs; *Adult Students; Comparative Analysis; Continuing Education; *Distance Education; Educational Media; Educational Objectives; *Educational Strategies; Foreign Countries; Influences; Information Dissemination; Peer Teaching; Program Development; Program Effectiveness; Program Implementation; *School Effectiveness; School Holding Power; Student Attrition; *Student Motivation; Teaching Methods; Tutoring
IDENTIFIERS- Evaluation Research; *Project REDEAL

Project REDEAL (Research and Evaluation of Distance Education for the Adult Learner) was designed to investigate the motivation and management of adult learners in the distance educational setting of Athabasca University in Edmonton, Alberta. During the course of the 22-month project, specialists compiled a series of research and technical reports dealing with such topics as the past and present effectiveness of distance education, the relative benefits of distance education, educational strategies employed in distance education and especially in the Athabasca program, and the relative effectiveness of various student motivation techniques. To disseminate the information gathered during the evaluation effort, project staff developed an implementation plan that included publication of the REDEAL research and technical reports, presentation of a REDEAL seminar series, and an effort to integrate REDEAL staff into Athabasca University. (This final report consists of summaries of REDEAL reports devoted to such topics as distance education from the learner's perspective, measurement of attrition and completion in distance learning courses, interface with the host institution, the use of a personalized system of instruction in distance education, the effectiveness of tutor management strategies and peer tutoring in distance education, the effects of a behavioral self-control package on distance learner behavior, and factors affecting learner motivation in distance education.) (MN)

text with variables, control page printing, merge, and using merge with a selection line. In each chapter are reading assignments and a corresponding exercise for the student to complete. Some assignments have several exercises to provide students with ample practice in developing a skill and knowledge of a procedure. (YLB)

ED 249 361 CE 039 778

Tinterow, Maurice M.
Traditional and Nontraditional Educational Elements Using Telecommunications.
PUB DATE- Nov 84
NOTE- 15p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; *College Programs; Delivery Systems; *Distance Education; Educational Benefits; Higher Education; Information Networks; Nontraditional Education; Outreach Programs; Postsecondary Education; Program Development; Program Effectiveness; *Respiratory Therapy; *Telecommunications; *Teleconferencing
IDENTIFIERS- Kansas State University; *Kansas TELENET

An instructional program was developed and implemented at Kansas State University to provide career advancement training for respiratory therapy aides and technicians who have had on-the-job training in clinical experience in the basic respiratory therapy skills. The program was implemented under the auspices of TELENET, the Kansas Regents Continuing Education Network, which is a teleconferencing delivery system based on the campus of Kansas State University at Manhattan, Kansas. The advantages of the program are that it provides for active participation by students and allows them to receive immediate feedback. In the respiratory training program, student involvement is increased by providing the students with detailed note-taking guides to be filled out during lectures, and with comprehensive bibliographies at the beginning and end of the course. From results of a survey, which was completed by 24 (67 percent) of those who completed the program during its first year of operation, the project staff concluded that the use of the TELENET delivery system enabled many individuals to receive training in respiratory therapy who would not otherwise have been able to receive it. (MN) concerning vocational student organizations as he/she works with an actual organization. (KC)

ED 249 374 CE 039 818

Retailing. Instructor's Guide Sheets and Instructor's Package. Modules R 1-45. Competency-Based Education.

Kentucky State Dept. of Education, Frankfort.

PUB DATE- 83
NOTE- 853p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601. (Slide-tape presentations to accompany some of the modules are also available.)
LANGUAGE- English
EDRS Price - MF05/PC35 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Course Content; Course Organization; *Distributive Education; Educational Resources; Equipment; Hand Tools; Job Skills; Job Training; *Learning Activities; Learning Modules; *Merchandising; Postsecondary Education; *Retailing; Safety; *Salesmanship; Sales Occupations; Secondary Education; State Curriculum Guides; Teaching Methods; Visual Aids; Vocational Education
IDENTIFIERS- Kentucky

This package contains instructor's guide sheets and student task assignment sheets for Modules R 1-45 of the competency-based curriculum in retailing developed for use in secondary and postsecondary schools in Kentucky. Some of the topics covered in the modules include the following: retailing--past, present, and future; retailing occupations; introduction to the retailing curriculum; Distributive Education Clubs of America; ordering merchandise; processing customers' special orders; safety in the warehouse and store; receiving shipments of merchandise; opening containers; checking in merchandise; damage reports; stacking merchandise; moving materials in the warehouse and store; obtaining merchandise from storage and delivering to sales floor; price marking and stocking; checking in merchandise from receiving area; inventory; preparing goods for return to vendor; transferring merchandise to branch stores; making signs; setting up displays; dressing mannequins; opening and closing the store; operating the

Education; *Career Exploration; *Carpentry; *Competency Based Education; Course Descriptions; Electricians; *Electricity; Industrial Arts; Junior High Schools; Learning Activities; *Masonry; *Plumbing; *Practical Arts; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Kentucky; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in construction occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of construction occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet, which present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include a vocabulary listing, a list of practical arts videotapes, a list of references appropriate for career exploration, and ideas for addressing students with special needs. The 14 student task assignment sheets are also included. Each contains the following components: an introduction, the objective, learning activities, a checkout activity, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for four families of construction occupations: carpentry, masonry, plumbing, and electricity. (YLB)

ED 249 387 CE 039 837

Keeton, Martha; And Others
Manufacturing Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 139p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601. (A slide-tape presentation is available to accompany this document.)
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Clerical Occupations; Individualized Instruction; *Insurance Companies; Job Skills; Learning Activities; Occupational Information; *Office Occupations Education; *Office Practice; Postsecondary Education; *Simulation; *Typewriting

This is the second of five student packets forming part of a position simulation developed for use in an office applications laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to become familiar with the tasks and duties performed by a clerk-typist working for an independent insurance agency. The packet, which contains approximately 10 hours of work, consists of 15 numbered jobs and supplies (including necessary letterhead or special forms). A guide sheet provides instructions for each numbered job. Jobs include typing a mailing label, typing accident reports from handwritten copy, typing a letter, addressing an envelope, typing and duplicating a form letter, typing a yearly rate chart, typing a purchase order for supplies, typing rough draft of letter, typing form letters, typing envelopes, typing letters and a memorandum from handwritten copy, duplicating a form letter by stencil method, typing an insurance analysis, alphabetizing and typing a table, and typing a premium rate chart. (YLB)

ED 249 400 CE 039 863

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet III. Office Occupations.
Columbus Area Vocational-Technical School, GA.; Georgia State Univ., Atlanta.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 82
NOTE- 94p.; For related documents, see CE 039 859-865.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Clerical Occupations; Individualized Instruction; *Insurance Companies; Job Skills; Learning Activities; Occupational Information; *Office Occupations Education; *Office Practice; Postsecondary Education; *Simulation; *Typewriting

This is the third of five student packets forming part of a position simulation developed for use in an office applications

relationship between expressed and measured vocational interests for a sample of vocational technical students and a sample of noncollege bound students, 61 vocational technical students and 83 noncollege bound students completed a Likert-type scale on vocational interests and the Career Assessment Inventory. An analysis of the results showed no significant differences between expressed and measured interests. For vocational technical students, the highest correlations were found for electronics, carpentry, science, and medical service. For noncollege bound students, the highest correlations were found for office practice, religious activities, science, and medical service. On both measures, the two groups differed significantly in all areas except agriculture, nature/outdoors, science, numbers, and arts and crafts. In addition, on the expressed interest measure, the subjects differed on religious activities, and sales and food service. These findings suggest that the two groups have different educational orientations and career interests, and they should be counseled accordingly. (BL)

ED 249 416 CG 017 735

Schutter, William

Group Membership: An Integrative Approach to Teaching Small Group Knowledge and Practice Skill.

PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Counselor Training; *Experiential Learning; Group Counseling; Group Dynamics; *Group Membership; Higher Education; Human Services; *Leadership Training; Models; Relevance (Education); Small Group Instruction; *Social Work; *Training Methods

The advantages of using an authentic group experience for teaching group leadership skills to social work undergraduates is the focus of this paper. The model presented integrates small group dynamics content within a human services course. Literature describing the use of experiential group membership in teaching group work is reviewed, and the development of training procedures is outlined. The relationship of the group experience to classroom material is described, and the stages of group process are discussed. The role of the instructor as leader/member is described, and outside

This booklet, written for elementary teachers and counselors, provides information for a three-session stress and culture shock program for fifth and sixth grade students in overseas schools. Session 1 presents an introduction to the program, including discussion questions. Session 2 focuses on stress and culture shock through examples and discussion. Session 3 presents exercises and methods for handling stress and culture shock, including organization and planning, managing the environment, managing attitudes and beliefs, and physical and emotional fitness. The Martian/Venusian Culture Game, designed to increase student awareness and acceptance of cultural differences, and the Kron Observer Game designed to develop student understanding of the shortcomings of first impressions and stereotypes, are presented. The document concludes with a bibliography of related articles and materials. (BL)

ED 249 431 CG 017 750

Morrison, George J.; And Others

Using Media Resources to Explore Drug Use in Society: A Special 5th Grade Drug Education Lesson That Makes Use of Library Media Resources.

Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.

SPONS. AGENCY- New York State Education Dept., Albany.

PUB DATE- Jun 84

NOTE- 73p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Children; Communication Skills; Content Analysis; *Drug Education; Elementary Education; Grade 5; Humanistic Education; *Library Materials; *Library Skills; Program Design; Program Evaluation; Teaching Guides

This teaching guide, written for elementary school teachers and librarians, combines drug education for fifth grade students with library skill development. Following a preface to the guide, the affective model upon which the program is based (development of positive self-image and self-concept, and communication and coping skills) is presented. The learning objectives of each category, library media skills and drug education, are listed. Definitions of terms (drug, drug abuse, and drug use) are given, as well as parent

direction. In the second study, 131 preschool children performed the same tasks. Results from this study parallelled the initial findings. Most of these children already possessed considerable knowledge about the appropriate users of alcoholic beverages. These data showed that alcoholic beverages were selected for adults as their beverage of choice far more often than they were selected for children, and that alcoholic beverages were selected more often for adult males than for adult females. Further analyses of these data, based upon the chronological age of the preschool child who was completing the appropriate beverage task, showed that even the youngest children in the sample selected alcoholic beverages far more frequently for adults than for children, and performance on this task showed minimal age effects. These findings suggest learning about alcoholic beverages begins early in a child's life, and educational programs could appropriately begin with kindergarten. (Author/BL)

ED 249 446 CG 017 766

Masek, Robert J.
Revisioning the Clinical Relationship: Heinz Kohut and the Viewpoint of Self-Psychology.
PUB DATE- 29 Mar 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Clinical Psychology; *Counselor Client Relationship; Mental Health; Neurosis; *Personality Problems; *Psychiatry
IDENTIFIERS- *Kohut (Heinz); *Self Psychology

Psychoanalysis is undergoing rapid and remarkable changes in its basic metapsychology, theoretical reflections, and concrete, clinical interventions. Through self-psychology, Heinz Kohut's alternative views on the clinical relationship have contributed to this restructuring of psychoanalysis. Traditionally, mainstream psychoanalysis has viewed the analyst as personally unimplicated in the work with the disordered other person; the analysand as past pre-Oedipal modes of experiential structuration; and the disorder as a drive-defense approach modeled after the neurosis. According to Kohut, the modes of relatedness in the psychoanalytic experience

CS

ED 249 461 CS 007 765

McKeough, Anne
Developmental Stages in Children's Narrative Composition.
PUB DATE- Apr 84
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at ..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Cognitive Development; *Developmental Stages; Discourse Analysis; Language Arts; *Language Research; *Narration; *Oral Language; Reading Research; Story Telling; Writing (Composition)
IDENTIFIERS- *Story Grammar

To relate the way in which children structure stories at different age levels to their performance on other tasks or to their general stage of cognitive development, a study required subjects of four age groups to participate in working memory tasks in two different paradigms and to generate stories involving a variety of characters. The structure of the stories was related to the general stage characteristics proposed by R. Case and to subjects' performance on the two measures of short-term memory. The 60 subjects (aged 4, 6, 8, and 10) were identified by teachers and by the Peabody Picture Vocabulary Test as average in intelligence. The subjects were tested and scores on the memory tasks were obtained by averaging performance across levels. The stories generated by the subjects were tape recorded and transcribed. The first step of the analysis was to describe the structure of the stories at each of the four age levels, and determine how they were different. The story structures were described as story grammars, that stipulate a story as an episode or set of episodes temporarily or causally related. Data revealed different story structures at ages four, six, and eight, with some further development taking place at age ten. The findings suggest that elementary school aged children's narrative compositions proceed through a series of increasingly complex substages, and that a relationship exists between

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Theories; Elementary Secondary Education; Learning Strategies; Literacy; Literature Reviews; *Models; *Problems; *Reading Instruction; Reading Research; *Teacher Effectiveness; Teaching Methods; *Writing Instruction; Writing Research
IDENTIFIERS- *Scaffolding

Recent studies of reading and writing instruction suggest that literacy instruction is easily distorted, incorporating measures of achievement that do not reflect students' mastery of the process of understanding, reading materials that are ill-structured and divorced from any real communicative intent, and exercises in subskill learning that remain divorced from the intended achievements. An alternative model of literacy learning, based on the notion of instructional scaffolding, offers five characterstics of interaction that are critical to the success of activities in classrooms. These characteristics suggest that (1) the instructional task permits students to make their own contribution to the activity as it evolves, thus allowing them to have a sense of ownership of their work; (2) the instructional task grows out of knowledge and skills the students already have, but poses problems that cannot be solved without further help; (3) direct instruction in the form of questioning, modeling, or constructive dialogue helps the student develop a successful approach to the task; (4) the teacher's role in the instructional event is collaborative rather than evaluative; and (5) over time, instruction changes in response to the student's internalization of the patterns and approaches practiced with the teacher's assistance. (HOD)

ED 249 476 CS 007 806

Cranney, A. Garr; And Others
The Reading Skills of Home Economics: Problems and Selected References.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

DESCRIPTORS- *Films; *Film Study; Influences; Lighting; Literature Reviews; Mass Media Effects; *Media Research; Photographic Equipment; *Research Needs; Sensory Integration; *Visual Literacy; Visual Perception; *Visual Stimuli
IDENTIFIERS- Audience Response

This study is to explore cinemagraphic and visual elements and their inter-relations through the reinterpretation of previous research and literature. The cinemagraphic elements of visual images (camera angle, camera motion, subject motion, color, and lighting) work as a language requiring a proper grammar for the messages to be conveyed in their most potent form. If the elements are ungrammatical they will create a dissonance that will negate one of the perceptual dimensions. Some elements, such as camera angles, work universally to affect potency and activity. They can also indirectly heighten or nullify perceived evaluation if the visual cues from the camera position (activity and potency) are not in harmony with the apparent activity of the subject. Some elements are very irregular and must be conjugated individually, as with lighting, which significantly affects evaluation but is much stronger when coupled with the person/object in question. Yet other elements act as modifiers that work only in the presence of other modifiers, as the panning shot that enhances the color perception affecting evaluation. Studies should be undertaken to explore the effect of observer involvement through the camera, the relationship of interest, stress, and the attitudinal and physiological scores, as well as lighting styles and their effects on the perception as recorded by the semantic differential. The visual elements of cinema may be simple tools, but they create a subtle and complex language that needs to be learned in order for its full eloquence to be used and appreciated. (HOD)

ED 249 491 CS 208 577

Lansing, Margaret L.
Student Writers and Word Processors: A Case Study.
PUB DATE- May 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Grade 11; High Schools; *Revision (Written Composition); *Student Attitudes; *Word Processing; *Writing Instruction; *Writing Processes; Writing

DESCRIPTORS- Child Development; *Cognitive Development; *Cognitive Measurement; *Cognitive Structures; Epistemology; *Evaluation Criteria; Junior High Schools; Junior High School Students; Language Acquisition; *Writing (Composition); *Writing Evaluation
IDENTIFIERS- Piagetian Theory

To discover the relationship between cognitive development and writing, a means of assessing writing is needed that reflects accurately changes in the way children write as they grow older. This may be accomplished by using Piaget's characteristics of concrete and formal operations. His framework permits general descriptions of thinking, organized into four major categories or levels: (1) unconsolidated concrete operational thinking, (2) concrete operational thinking, (3) unconsolidated formal operational thinking, and (4) consolidated formal operational thinking. In the first category children think in images and limit their writing to brief descriptions of physical characteristics, events, or objects, focusing on only one part as if it were all of the image. Students in the second category have increased their knowledge of how the descriptive concepts of the language interrelate with each other. Writing is organized with all of the parts interrelated. The transition to the third category is marked by the beginning of the ability to see that there are alternative ways of describing images. The descriptive material is broken up into groups centering on some theme or issue or more abstract point, but these groups are not related to each other. Thought in the last category is reflected in well organized, coherent work that includes a statement of the problem, a rationale, supporting data, and a conclusion. In fact, the use of this scale on the writing of 100 junior high school students supports the hypothesis that writing characteristics described in this scale are related to level of cognitive development. (HOD)

ED 249 506 CS 208 599

Eadie, Frank; And Others
The Origins of Fiction.
PUB DATE- Aug 83
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

ED 249 520 CS 208 613

Christensen, Linda, Ed.; And Others

A Guide to Using the Computer in the Writing Process.

Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.
PUB DATE- 83
NOTE- 58p.
AVAILABLE FROM- Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *Evaluation Criteria; Microcomputers; Teacher Role; Teaching Methods; *Word Processing; *Writing Instruction; *Writing Processes
IDENTIFIERS- National Writing Project; *Wisconsin Writing Project

Intended for use by both elementary and secondary school teachers, this booklet is designed to answer questions instructors might have as they consider integrating microcomputers into their writing programs. Following a brief introductory section, the second section of the booklet reviews the advantages and disadvantages of using computers in the writing class. Disadvantages discussed include lack of teacher and student access to computers, staff resistance, lack of funding, lack of good programs, and the depersonalization of instruction. Advantages discussed include student motivation, the stimulation of ideas, prompt feedback, and the possibility of individualized instruction. The third section examines essentials in preparing both students and teachers to use computers, and the fourth reviews classroom management considerations, such as scheduling. The fifth, and most extensive section, discusses software evaluation, lists sources that provide evaluations, and sets forth evaluation criteria. In addition, this section provides a software evaluation form and uses the form to evaluate a number of programs. The sixth section discusses the uses of word processors and text editors in the writing process, reviewing research that shows the advantages and disadvantages of the word processors in revision. (FL)

ED 249 535 CS 208 633

Dyson, Anne Haas
Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 2: The Second Grade Data.
SPONS. AGENCY- Georgia Univ., Athens.; National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- 84
NOTE- 135p.; For Volume 1, see ED 236 686.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Patterns; *Case Studies; Classroom Environment; Classroom Observation Techniques; Comparative Analysis; *Concept Formation; Family Influence; Grade 2; *Individual Development; Kindergarten; Peer Influence; Primary Education; Social Influences; Student Behavior; Writing Processes; *Writing Readiness; *Writing Research; Writing Skills

Using data collected from kindergarten and second grade children in a study of young children's concepts about writing as reflected in their school writing behaviors, this report focuses on information gathered from second grade children. The introductory chapter restates the research questions guiding the study and briefly reviews the major conclusions drawn from the kidnergarten data presented in volume 1. The second chapter includes both a review of research relevant to the study of beginning writing in school and a review of the project's data collection techniques. This chapter also presents the case of Bonita, the least academically successful of the three second grade writers studied. By describing, first, the nature of school writing events and next, Bonita's variable behaviors across events, the chapter demonstrates her sensitivity to the social features of these events. The third chapter introduces Ayrio, one of Bonita's peers. By comparing Ayrio's behaviors to Bonita's, the chapter illustrates both similar dynamics at work and differences in their behaviors that appeared related to differences in their social lives within and outside the classroom. Specifically, Ayrio's case highlights the potential role of peers in writing growth. The fourth chapter focuses on Duranne, whose case highlights home influences. Again, by comparing Duranne's own behaviors across events and by comparing her behaviors to Bonita's and Ayrio's, the chapter demonstrates a child's sensitivity to writing as a social activity. The final

meaning in this culture, rather than a reflection of any individual style or personality. Both systems of analysis illustrate workable methods of identifying, reinforcing, and, if necessary, correcting teacher nonverbal behaviors. (Appendixes include examples of both methods of assessment.) (HOD)

ED 249 550 CS 504 709

O'Keefe, Virginia
Using Oral Communication in the Regular Curriculum.
PUB DATE- Nov 83
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Cognitive Development; *Cognitive Processes; Communication Skills; *Curriculum Development; Developmental Stages; Educational Theories; Group Discussion; Integrated Curriculum; Language Acquisition; Oral Language; Secondary Education; *Speech Communication
IDENTIFIERS- Piagetian Theory; *Speaking Thinking Relationship; Vygotsky (Lev S)

Once speech educators turn their attention to the "ideational" function of oral language--that portion pertaining to thinking--rather than the relational function, they will see that speech can and should be incorporated into every discipline. The psychologist Lev S. Vygotsky envisions the ways in which humans use speech to reorder their thinking as a series of stages in which emotional and communicative functions of speech are expanded by the addition of the planning function. Aside from the need for a variety of speaking experiences to enhance language and thought development, group discussion enhances what Vygotsky calls the "zone of proximal development," or the innate capacity that each individual possesses at any one time. Thus, enhancing language experience becomes the best way of teaching even the higher levels of thinking. According to Piaget's theories, adolescence may be the best time for such oral communication in the classroom. At around the age of 14, students begin the transition from ego-centrism to socio-centrism, a condition necessary for higher abstract thought. (HTH)

the involvement of parents in overseeing their children's television viewing. The warnings would then influence greater numbers of active parents and increase the effect of the warnings on the audience for which they are intended. (Author/HTH)

ED 249 565 CS 504 730

Novak, Glenn D.
Public Access Cable Television: Extending the Production Laboratory for College Students.
PUB DATE- Nov 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cable Television; Course Content; Higher Education; Learning Activities; *Production Techniques; *Programing (Broadcast); *Speech Communication; Teaching Methods; *Television Curriculum
IDENTIFIERS- *Public Access Television

Noting the difficulties communication departments have in providing students with television production opportunities, this paper proposes the use of cable television public access channels as a means of overcoming those difficulties. After defining and differentiating between local origination and public access programing, the paper discusses the symbiotic relationship between the local access channel and the college student learning television production, emphasizing the benefits to each party. It next examines the efforts of four colleges that have successfully used cable programing and details the degree of involvement and the different needs of each. In conclusion, the paper explores several issues departments should consider in using a cable outlet for student production and offers evidence of the interest of cable television companies in using student productions. (FL)

Spady, William G.
Organizing and Delivering Curriculum for Maximum Impact.
PUB DATE- Jun 84
NOTE- 19p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Competency Based Education; *Curriculum Development; *Educational Improvement; *Educational Objectives; Educational Quality; Elementary Secondary Education; Individualized Instruction; *Instructional Development; *Instructional Improvement; Program Effectiveness; Teacher Effectiveness; Time Management; Time on Task
IDENTIFIERS- Johnson City Central School District NY; National Commission on Excellence in Education; Nation at Risk (A); New Canaan Public Schools CT; Red Bank School District NJ

This paper presents ideas relating to curriculum organization from the Far West Laboratory for Educational Research and Development publication, "Excellence in Our Schools: Making It Happen," which attempted to synthesize nine reports written in response to the National Commission on Excellence in Education report, "A Nation at Risk." It begins by summarizing four general points that are consistent across all nine reports: (1) include higher-order thinking and application skills within the definition of literacy and competence; (2) assure that all students acquire these skills; (3) employ models of instructional delivery that maximize available resources; and (4) evaluate and improve both staff and program effectiveness. The essential components of excellence in schooling, for the purpose of this paper, are drawn from "A Nation at Risk" and include: an instructional system capable of providing the individual learner with an appropriate level of challenge and a realistic opportunity to succeed in meeting clear instructional goals. Three school districts whose instructional programs come close to meeting this ideal excellence are described: Johnson City, NY; Red Bank, NJ; and New Canaan, CT. In each case, instruction is guided by a clearly defined goal, teaching is clearly directed toward that goal, and students are explicitly assessed according to the goal. Finally, academic learning time is cited as a key to school improvement, and it is concluded that raising standards is contingent upon clarity of goals, organization of curriculum, opportunities to learn, quality of instruction, opportunities to demonstrate competence, and staff communication and collaboration. (TE)

Education; *Inservice Teacher Education; Interprofessional Relationship; *Peer Evaluation; Peer Teaching; Principals; Professional Development; *Staff Development; Teacher Effectiveness; *Transfer of Training

This paper rests on two propositions: that inservice training must radically change to result in the transfer of training to classroom practice, and that inservice training must be embedded in coherent school improvement programs in order for change to be sustained. Accordingly, the first section reviews three recent research studies designed to build understanding of the problems of transfer, increase rates of transer of training, and determine the extent of attrition over time when training was boosted by the coaching of teaching and peer coaching. The second section discusses the critical importance of staff development in school improvement, arguing that, on the basis of the research, the provision of coaching following initial training--even very strong training--will be necessary if new behaviors are to be integrated into classroom practice. The design and implementation of powerful training systems will require the full support of leadership at both the district and building levels. Administrators will have to examine priorities for staff development and the allocation of funds. Further, the organization of peer coaching systems will need to be cooperatively arranged between district administrators and school sites. Principals will be in a position to assist with more than just the logistics of peer coaching--they will be able to facilitate the implementation of such systems through establishing new norms that reward collegial planning, public teaching, constructive feedback and experimentation and through collaborative problem solving with their teachers. (TE)

ED 249 594 EA 017 119

Guilkey-Amado, Judy; And Others
Improving Instruction with School-Site Support Teams.
PUB DATE- Jun 84
NOTE- 12p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101. This paper supersedes ED 240 059.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Elementary Secondary Education;

of the United States and Canada, is more or less applicable to schools. The first section (chapters 1-6) reviews papers and books, concerning either OD in general or the ways in which the ideas of OD have been used in the field of education. Chapter 1 concerns OD in general, while chapter 2 consists largely of a review of the "state of the art" paper on OD in schools published by Fullan, Miles, and Taylor in 1980. In chapter 3, articles critical of OD are considered, and, in chapter 4, a selection of empirical studies of OD are examined. The activities developed by Richard Schmuck and Philip Runkel in Eugene, Oregon (the "Mecca" of school OD) are outlined in chapter 5. Chapter 6 consists of a review of the paper in which Schmuck discusses the future of school-based OD. Chapter 7 consists of commentary on the first six chapters, from which nine conclusions about school OD are derived. In chapter 8, the argument is presented that the effectiveness of OD is dependent on the control structure in which the school operates. This conclusion is the subject of a commentary in chapter 9 by Matthew Miles and Michael Fullan. A four-page bibliography concludes the report. (TE)

ED 249 608 EA 017 169

Gresham, Robert L.
Student Management on School Buses.
PUB DATE- Oct 83
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of School Business Officials (69th, Phoenix, AZ, October 2-6, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bus Transportation; Discipline; *Discipline Policy; Elementary Secondary Education; *Safety Education; *School Buses; School Safety; Student Behavior; *Student Transportation
IDENTIFIERS- *Adams County School District 12 CO

This report of a Colorado school district's program for student management on school buses includes descriptions of discipline procedures and the "Safe Ridership" program which is offered at the elementary and junior high levels and which of instructs students on ridership rules and regulations. Also included are copies of the relevant rules and regulations, a misconduct form, sample "Safe Ridership" program materials, and a school bus safety poster. (DCS)

ED 249 623   EA 017 188

Greenfield, William D.

Sociological Perspectives for Research on Educational Administrators:
The Role of the Assistant Principal.

PUB DATE- 84

NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Action Research; Administrator Education; *Administrator Role; *Assistant Principals; Careers; *Educational Administration; *Educational Sociology; Elementary Secondary Education; Literature Reviews; Personnel Policy; Principals; Professional Training; *Research; Research Methodology; School Administration; Social Environment; Socialization; Social Science Research; Social Theories; Sociology; Work Environment

This document includes a research review and commentary on the role, career, and work of assistant principals; an overview of theories and concepts useful to studying the administrative career in education; and propositions regarding professional training practices and personnel policies in education. Results of a review of the research on the assistant principal from a sociological perspective indicate that the research has contributed little to increasing understanding of the social character of the school work setting, the careers of administrators, or problems associated with training and developing educational administrators. Researchers in educational administration are encouraged to draw more upon sociology theory and research, to focus their research on work contexts and day-to-day social behavior, and to employ research strategies appropriate for investigating social phenomena. Developing an applied/action research partnership is suggested as a strategy with potential for both scientifically useful research and for school improvement based upon problem-centered inquiry. Propositions are listed to provide understanding of the administrative career and to increase the potency of the socialization and on-the-job performance of principals and assistant principals, with the conclusion that fundamental changes in professional preservice training programs and career socialization processes must occur. (DCS)

*Administrators; *Certification; *Criterion Referenced Tests; Elementary Secondary Education; Higher Education; *Minimum Competency Testing; *State Standards; *Test Construction
IDENTIFIERS- *Georgia

Georgia's competency testing program has gained national recognition and has served as a model for other states planning such programs. The focus of this paper is on the Teacher Certification Test (TCT) in Administration and Supervision developed to conform to stringent legal and job-relatedness requirements. The test is required of educators seeking initial certification in this area who finished their coursework after September 1980. This study details the steps followed from goal selection through field tryout and item selection for the test. Analyses of the performance of 841 persons who took the test between September 1978 through June 1983 revealed that the pass rate on the initial testing was about 68 percent, while subsequent retakes raised the final pass rate to about 81 percent (females 84 percent, males 77 percent, blacks 46 percent, and whites 88 percent). Analyses of data from 205 persons who took the test revealed that students who completed a planned degree program and coursework in the areas of administration and supervision passed the test somewhat more readily. (MLF)

ED 249 638 EA 017 204

Copans, Stuart A.; Gibbons, Christina
Talk to the National School Transportation Association.
PUB DATE- 16 Jul 84
NOTE- 27p.; Paper presented at the Annual Convention of the National School Transportation Association (20th, Anchorage, AK, July 15-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accident Prevention; *Discipline; *Driver Education; Elementary Secondary Education; *School Buses; School Personnel; *Student Behavior; *Student Transportation; Training
IDENTIFIERS- *Bus Drivers

From observations during an investigation of children's behaviors on school buses, two general points seem important. First, current selection and training procedures for bus drivers generally ignore

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Banking; Educational Finance; Elementary Secondary Education; Financial Services; *Interest (Finance); *Investment; *Money Management; Property Taxes; *School Accounting; *School Districts; State Aid; State School District Relationship
IDENTIFIERS- *Audits; *New York

New York State law permits school districts to invest cash not immediately needed for district operation and also specifies the kinds of investments that may be made in order to ensure the safety and liquidity of public funds. This audit examines cash management and investment practices in New York state's financially independent school districts. Of 275 randomly selected school districts that were sent questionnaires, 173 (63 percent) responded. Of these districts, 28 within 10 counties were selected for field visits. Three counties, wealthier than the others, outearned other school districts because of a combination of the many banks competing for school district cash and districts' borrowing for investment purposes. Districts using three or more banks for investment purposes generally earned more than districts using one or two. Alternatives suggested to school districts for improving earnings include use of interest-bearing checking accounts; pooling available cash with other school districts, towns and villages, or Boards of Cooperative Educational Services to obtain larger, higher interest-earning investments; and obtaining interest rate "quotes" from several banks. The appendixes contain a list of interviews and contacts, a table showing school district uninvested cash, a summary of investment pooling practices in four states, and two letters from state agencies. (MLF)

ED 249 653 EA 017 232

Al-Rubaiy, Abdul Amir
Juxtapositioning of Major Recommendations in Recent Reform Efforts in American Education.
PUB DATE- Mar 84
NOTE- 31p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Houston, TX, March 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Administrator Role; Curriculum;

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diesel Engines; Driver Education; Elementary Secondary Education; Energy Conservation; *Fuel Consumption; *Motivation; *Public Relations; *School Buses; Students; *Student Transportation
IDENTIFIERS- Washington County MD

A program started in Washington County, Maryland in 1980 has been successful in saving school bus fuel and bringing down transportation costs incurred by its fleet of 200 buses. Driver training and motivation, as well as a partial transfer to diesel buses, are at the heart of the program. The drivers are taught five fuel saving techniques: cut unnecessary idling, drive within the speed limit, accelerate and brake gently, keep an eye on traffic ahead, and shift at lower speeds. The motivational system includes dividing drivers and buses into competing groups, issuing monthly "report cards" showing mileage and fuel economy, and charting each driver's status in the school so students can support their drivers. The entire community is involved through publicity campaigns featuring details of the program and of savings to the community. The driver program had very low costs, showed a 6.8 percent improvement in fuel savings, and brought good "press" for the school system. The purchase of six diesel buses cost the county an additional $4,000 initial investment per bus, while providing a 66 percent increase in efficiency in fuel consumption and a savings on vehicle maintenance during the first year. The fleet now includes 20 diesel-powered buses. (MD)

EC

ED 249 667 EC 170 032

Learning Potential Assessment for Preschool Children. Final Report.
Vanderbilt Univ., Nashville, Tenn.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 83
NOTE- 55p.
GRANT- G008201038
LANGUAGE- English

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Cognitive Development; *Electroencephalography; Elementary Education; *Learning Disabilities; Males; *Performance Factors; *Spatial Ability; *Visual Learning

Twelve learning disabled (9-12 years old) boys were identified according to special class placement, WISC-R (Wechsler Intelligence Scale for Children-Revised) and performance measures. A group demonstrating a verbal WISC-R deficit was sex- and age-matched with a normal group. Electroencephalograms (EEGs) were collected while these individuals performed two verbal, one visuospatial, and one interfering verbal/visuospatial tasks. Several previous investigations suggested that the slow wave theta component of the EEG is more predominant during visuospatial processing. Results demonstrated that the learning disabled boys, in contrast to normal boys, show significantly higher levels of such brain electrical activity during performance of both verbal tasks and the one purely visuospatial task. Theta level activity in normal boys was enhanced only during the performance of the verbal/visuospatial interference task. The enhancement resulted from more right hemisphere activity, perhaps due to the interference. This was the only task in which differences between groups was not significant. The data suggest a predominant visuospatial processing mode in learning disabled boys during performance of both verbal and visuospatial tasks. The only enhancement in normals was in the task which has an interfering visuospatial direction. Findings support other performance related findings which suggested learning disabled individuals have a predominant visuospatial processing strategy. (Author/CL)

ED 249 683 EC 170 481

Hoyle, Sally G.; Serafica, Felicisima C.

Social Relations in Children with Learning Disabilities Revisited: Social Status, Perceived Social Competence, and Conceptions of Friendship.

PUB DATE- May 84

NOTE- 12p.; Paper presented at the Meeting of the Midwestern Psychological Association (Chicago, IL, May, 1984).

DESCRIPTORS- *Child Development; Cognitive Development; *Hospitalized Children; Infants; Language Acquisition; *Medical Services; Motor Development; Psychological Needs; Social Development; *Visual Impairments; Young Children

The paper details the impact of blindness and visual impairments on young children's development. Specific developmental risks are examined for the following areas (sample difficulties in parentheses): body awareness (delayed concept of object permanence), motor development (lack of incentive to explore and resultant delay in purposeful movement), auditory awareness (problems in acquiring good listening skills), language (lack of opportunities for indirect initial introduction and reinforcment of vocabulary, concepts, and descriptions), cognitive development (use of inappropriate tools for testing), and psycho-social development (adult overprotection and lack of experience on which to base social skills). The impact of hospitalization are enumerated and suggestions are offered for reducing negative results for both verbal and nonverbal visually impaired infants and toddlers. Considerations specific to recently blinded children are also examined, including the child's needs for calm conversation and positive physical input. (CL)

ED 249 699 EC 170 500

Harrell, Lois, Comp.

Developmental Levels and Suggested Learning Activities for the Visually Impaired Preschool Child. A Special Report.

PUB DATE- May 77

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Auditory Training; Body Image; *Educational Needs; Infants; Language Acquisition; Mobility; Preschool Education; *Psychological Needs; *Visual Impairments; Young Children

The paper presents developmental charts detailing the needs and patterns of very young visually impaired children. Five age levels are considered (0-6 months, 6-12 months, 1-.25 years, 2.5-4 years, and 4-5 years) within the context of auditory awareness, body image, development of meaningful language, tactual awareness and manipulative skills, visual awareness, and locomotion and pre-orientation. Additional considerations noted include the need performance and congruence with what is known about language development of deaf and hearing children. (CL)

ED 249 715 EC 170 817

Gochman, Eva R. Grubler; Aisenstein, Clara
Explorations in High-Risk Stimulation: Two Modalities in Mothering.
PUB DATE- 79
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *High Risk Persons; *Infants; Interaction; *Mothers; *Parent Child Relationship; *Schizophrenia; Stimulation

An exploratory study of high-risk mothers' interactions with their infants studied modalities of stimulation; vestibular and auditory. It was hypothesized that stimulation would be lower for non-paranoid than for paranoid types, and than for control mothers. Mothers recruited from inner city gynecological clinics were screened for probable schizophrenia by the Schachter Scale. They were then judged clinically as to Paranoid Personality Disorder (Paranoids), other Schizoid Personality Disorder (Non-Paranoid) and low psychopathology (Controls). These clinical diagnoses were then verified by three Rorschach indicators, which significantly differentiated the groups. Three groups of five control, two non-paranoid, and two paranoid subjects, repsectively were compared as to their stimulation of their infants at 4, 5, and 6 weeks of age. Findings indicate that Paranoid Personality disordered mothers stimulate their infants more than Non-Paranoids and more than Controls. The expectation that Non-Paranoids would stimulate infants less than Controls is not supported by the data; however, this result appeared to be due to the effect of one extremely anxious, restless mother. Differences between groups were highlighted when mothers were alone with their infants. (Author/CL)

ED 249 716 EC 170 818

Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Aug 83
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Gifted; *Program Evaluation; *Resource Room Programs; Special Schools

This report presents evaluation data on a school-based resource program for gifted students in grades 1-6. The program was designed in part to reduce transportation-related problems of the special school approach. The approach differs from the learning center approach in several ways, including time factors and the extent of instruction in basic skills and regular curriculum content areas. A series of five evaluation questions were posed, and the results cited. Among those findings are an increase in number of participants, enhanced exposure to most instructional/activity components of their home-school program, and improved communication between regular and gifted programs and between schools and parents. Mixed responses emerged in the assessment of the gifted instruction provided by the program: students indicated that they wanted to spend more time in gifted instruction; after a year of the program, fewer regular classroom teachers felt that every school should have a gifted program; parents were favorable impressed with the program but felt that the adequacy of instructional facilities and their children's enjoyment of the program had diminished. It was concluded that the approach helped reduce disruption found in the gifted center approach and increased participation of the eligible students. Questions, however, were raised about the duration and continuity of instruction in the home-school approach. (CL)

ED 249 732 EC 170 844

Lessee, Judyth
For All of Us! (A Resource Guide Especially for People Who Work with the Differently Abled). Revised.
Tucson Public Library, Ariz.
PUB DATE- Oct 84
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

ED 249 747 EC 170 859

Jackson, Coleen O'Rourke
Use of Microcomputers for School Hearing Screening and Evaluation Records.
PUB DATE- 19 Nov 83
NOTE- 9p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Cincinnati, OH, November 18-21, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Tests; *Computer Software; *Disabilities; Elementary Secondary Education; *Management Information Systems; *Screening Tests; Speech Therapy

A pilot project evaluated the use of a microcomputer database system to maintain hearing screening, evaluation, and followup records in a school for physically, emotionally, or educationally handicapped children (6 months-18 years). Using a universal database management system for a microcomputer, a program was designed which would allow for easy storage and flexible retrieval of the data. In total, 73 children were screened during the year and the results stored. Data entry and retrieval were performed on a biweekly basis. It was concluded that the system was both efficient and convenient, despite some problems related to the limitations of the database as originally designed for the pilot project. The system's flexibility was emphasized, allowing adaptability for service providers as well as for information required by state or federal regulations. (CL)

ED 249 748 EC 170 860

Oversight and Reauthorization Hearing on the Rehabilitation Act of 1983. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session (March 21 and 23, 1983).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 84

ED 249 349 CE 039 574

Cromwell, Susan E.
The Development of a Course of Study Planning Guide for Vocational Agriculture.
PUB DATE- May 84
NOTE- 256p.; Master's Thesis, Pennsylvania State University.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Advisory Committees; *Agricultural Education; *Agricultural Production; Cooperative Programs; *Course Content; Course Objectives; *Curriculum Development; Curriculum Guides; Educational Needs; Educational Objectives; Educational Philosophy; Educational Planning; Needs Assessment; Program Content; Secondary Education; *State Curriculum Guides; Student Needs; Units of Study; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Pennsylvania

This project was conducted to develop a systematic approach for writing secondary production agriculture courses of study. A review of literature identified the major concerns in course development and provided a basis for the initial design of a course of study planning guide. The initial guide was written, then reviewed by the Agricultural and Extension Education staff of the Pennsylvania State University. The planning guide was reviewed by a screening committee consisting of 21 vocational agriculture teachers throughout the state of Pennsylvania, revised into its final format, and introduced at three workshops for Pennsylvania beginning vocational agriculture teachers. The guide, which will be field tested during the 1984-85 school year with Pennsylvania production agriculture teachers, includes the following topics: (1) identifying community needs, student needs, and job opportunities; (2) developing a program philosophy statement and list of objectives; (3) identifying the importance of an advisory committee; and (4) organizing a four-year vocational agriculture plan, including summer programs and supervised occupational experience programs. (The guide and numerous appendices of supporting materials make up the bulk of this document.) (Author/KC)

ED 249 362 CE 039 779

Dobbs, Ralph

Correctional Education: Methods and Practices in the Computer Age.

PUB DATE- Nov 84
NOTE- 9p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984). Document may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Computer Assisted Instruction; *Computer Literacy; *Correctional Education; *Correctional Rehabilitation; Educational Needs; Educational Strategies; Microcomputers; Postsecondary Education; Released Time; Sentencing
IDENTIFIERS- Prison Reform

It is suggested that correctional educational programs for adults must be designed in such a manner as to rehabilitate the many who are presently incarcerated and prevent many potential perpetrators from ever engaging in crime. The continually increasing problem of overcrowding in prisons throughout the country has made the need for relevant and effective rehabilitation programs even more critical. During the decade ahead, programs for all adults, prisoners notwithstanding, must be geared toward obtaining an improved set of job skills and, perhaps more important, improved attitudes toward the whole concept of the work ethic. New technologies must be considered, and microcomputers are no exception. Where microcomputers are unavailable, instructors can still teach basic computer literacy concepts. In addition, cooperative private business and educational institutions in many areas are subcontracting with rehabilitation programs to increase first-hand contact with computers. Increased first-hand prisoner contact with microcomputers could also be obtained through some system of sentencing reform in which nonviolent offenders would be given varying amounts of mobility in the community. (MN)

cash register; gift wrapping; selling on the floor; and handling customer complaints. For each module, the instructor's guide sheet contains objectives, attitudes and values, contents of the module, checkout activities, learning activities, suggested references, notes and suggestions for instruction, references and special tools and equipment, and the instructor's final checklist with answer key. Some module guide sheets contain narratives for slide-tape presentations, and some are illustrated with line drawings. The student task assignment sheets for each module present an introduction, directions, objectives, instruction sheets, learning activities, a student self-check, a copy of the instructor's final checklist, and checkout activities.

ED 249 375 CE 039 820

Keeton, Martha; And Others
Health Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 82
NOTE- 344p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Biomedical Equipment; Career Exploration; Classroom Techniques; Communication Skills; *Competency Based Education; Equipment Utilization; First Aid; Health Education; Health Services; Junior High Schools; Learning Activities; Lesson Plans; *Medical Assistants; Medical Case Histories; *Medical Evaluation; *Medical Services; Medical Vocabulary; Preventive Medicine; Recordkeeping; *Secretaries; State Curriculum Guides; Student Needs; Teaching Methods
IDENTIFIERS- Kentucky; *Patient Care; Special Needs Students

This instructor's manual consists of materials for use in introducing middle and junior high school students to various aspects of the practical health care arts, including health education and communication, prevention, treatment and care, and administration. Included in the first part of the manual are a

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrators; Behavioral Objectives; Career Education; *Career Exploration; *Competency Based Education; Course Descriptions; Industrial Arts; Junior High Schools; Learning Activities; Machine Tool Operators; Machine Tools; *Manufacturing; Manufacturing Industry; *Practical Arts; Productivity; Research and Development; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- Kentucky; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in manufacturing occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of manufacturing occupations, an overview of the competency-based instructional system for practical arts, and narration for a slide-tape presentation. The instructor's guide to the learning activities contains guide sheets for each task assignment sheet; these guide sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include a vocabulary listing, a list of practical arts videotapes, a list of references appropriate for career exploration, and ideas for addressing students with special needs. The 11 student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for five families of manufacturing occupations: industrial processes, materials, production, research and development, and management. (YLB)

ED 249 388 CE 039 838

Keeton, Martha; McKinley, Douglas
Communication and Media Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 151p.
AVAILABLE FROM- Kentucky State Department of Education, Director for

laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to become familiar with the tasks and duties performed by a clerk-typist working for an independent insurance agency. The packet, which contains approximately 10 hours of work, consists of 10 numbered jobs and supplies, i.e., the necessary letterhead or special forms. A guide sheet provides instructions for each numbered job. Jobs include verifying invoices and typing checks for payment, typing birthday letters, preparing a stencil and filling in a form letter, designing a change of information card, replenishing petty cash, tabulating life insurace programs, typing a followup letter with enclosure, preparing and duplicating a stencil of Weekly Premium Chart, and typing form letters. (YLB)

ED 249 401 CE 039 864

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet IV. Office Occupations.

Columbus Area Vocational-Technical School, GA.; Georgia State Univ., Atlanta.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

PUB DATE- 82

NOTE- 32p.; For related documents, see CE 039 859-865.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Clerical Occupations; Individualized Instruction; *Insurance Companies; Job Skills; Learning Activities; Occupational Information; *Office Occupations Education; *Office Practice; Postsecondary Education; *Simulation; *Typewriting

This is the fourth of five student packets forming part of a position simulation developed for use in an office applications laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to become familiar with the tasks and duties performed by a clerk-typist working for an independent insurance agency. The packet, which contains approximately 10 hours of work, includes 7 numbered jobs and supplies (any necessary letterhead or special forms). A guide sheet provides instructions for each numbered job. Jobs include preparing a stencil and filling in a form letter, preparing an itinerary with accompanying letters of reservation, typing a rough draft and final readings, assignments, attendance requirements, and grading procedures are discussed. Results of a 1981 evaluation completed by 27 graduates of the program are discussed in terms of personal and professional gains. The employment status of graduates is presented, and a copy of the evaluation questionnaire, with results for each item, is provided. (JAC)

ED 249 417 CG 017 736

Robins, Elliot; Huston, Ted L.
Testing "Compatibility Testing."
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Oct 83
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).
GRANT- NIMH-MH-33938
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dating (Social); Evaluation Criteria; Marriage; *Mate Selection; *Psychological Characteristics; *Spouses

Most models of marital choice are attempts to explain choices within the field of available eligibles. The essence of compatibility testing is that people select their mates by evaluating the match between psychological characteristics after sorting the available field on the basis of social characteristics. A compatibility model seems to require that either perceived compatibility in itself increases commitment, or that actual compatibility provides a higher proportion of rewarding interactions and thus increases commitment. However, the compatibility testing models require more dating experience than most people have. Data from the Pennsylvania State University PAIR Project, a longitudinal study of 168 newlywed couples, supports this argument. Couples were interviewed regarding their dating history for the 5 years prior to dating their spouse exclusively. Results showed husbands reported an average of 2.6, and wives reported an average of 2.21 more-than-casual dating partners other than the spouse. Over half of the subjects had two or fewer regular dating partners other than the spouse, compared to the 11 dating partners suggested by the compatibility testing model. Results cast doubt on the image of compatibility testing as involving a wide search through a field of available eligibles. (JAC)

notification information. Student testing and program evaluation methods are discussed. Forms for student pre- and post-tests and student evaluation of library materials are included. Ten activities which correspond to five general learning concepts (i.e., identifying and classifying advertising techniques; advertising and buying habits; drug use in society; fables and tall tales; and communication through a multi-media presentation) are described. A professionally compiled bibliography emphasizing background readings, curriculum guides, and curriculum integration, and a student compiled bibliography emphasizing health knowledge, advertising, attitudes, problem solving, literature appreciation, and song lyrics are included. Two appendices, one dealing with analysis of advertisements and script writing, and the other with program planning for video productions conclude the document. (BL)

ED 249 432 CG 017 751

Camp, Delpha; Bolton, Christopher
Understanding Funeralization and Post-Funeralization Rituals: The Facilitation of Grief Work.
PUB DATE- Jun 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Western Gerontological Society (30th, Anaheim, CA, March 17-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Coping; Counseling Services; Death; Emotional Adjustment; Gerontology; *Grief; *Psychological Patterns; *Widowed
IDENTIFIERS- *Rituals

Although thanatologists agree that grieving is essential in adjusting to the loss of a loved one, numerous questions about what facilitates the grieving process remain. To examine the relationship between funeral and post-funeral ritual and grief adjustment, 50 widowed persons (47 females, 3 males) were interviewed and completed two life satisfaction and self-esteem questionnaires. Data were categorized into three funeralization rituals: pre-funeral; funeral; and post-funeral. An analysis of the results showed that more than half of the respondents reported having a funeral service for their spouse (56 percent), while 16 percent held a memorial service in conjunction with cremation, 14 percent held a memorial service, 6 percent had the remains cremated, and 4 percent held both a funeral and a memorial service.

are the mirror and idealizing transferences. The therapeutic relationship is perceptually faithful, unitary and dialogal. In self-psychology, disorder is viewed as the difference between knowledge (awareness available to self) and innocence. The person views himself in self-object terms and other people in part-object terms. The clinical relationship reveals the experience of varying degrees of experiential structuration at different times. Thus, the transference relationship expresses a particular development level. The clinician, therefore, must be prepared to adopt different listening perspectives, based on the level of structuration being expressed. (BL)

ED 249 447 CG 017 767

McEvoy, Cathy L.; Patterson, Roger L.
A Behavioral Approach to Improving Self-Care Skills in OBS Patients.
PUB DATE- Aug 84
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; Communication Skills; Geriatrics; Memory; *Older Adults; *Operant Conditioning; *Self Care Skills; Self Esteem; Token Economy
IDENTIFIERS- *Senile Dementia

Traditionally, the treatment of geriatric patients suffering from Organic Brain Syndrome (OBS) has been characterized by non-therapeutic custodial care. To determine whether elderly clients with dementia can benefit from self-care skill training, and to compare their progress with clients without OBS, 30 clients of the Residential Aging Program in Florida (15 with OBS, 15 without OBS) participated in a behavioral training program to improve self-care skills. Following a 2-week baseline period, subjects were trained in deficit areas. During the training period, subjects were assessed weekly on the General Appearance Rating Scale. The subjects were divided into three groups: non-demented; high-scoring demented; and low-scoring demented. There was an overall difference between the groups, with low-scoring demented subjects scoring significantly below high-scoring demented or non-demented subjects. The analysis also indicated an effect of performance on the story tasks and on the two working memory tests. (CRH)

ED 249 462 CS 007 778

Newman, Sherry K.; Powell, William R.

Is the Emergent Reading Level a Useful Concept for Chapter I, Low SES Students?

PUB DATE- 83

NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Grade 4; Intermediate Grades; *Reading Achievement; *Reading Diagnosis; *Reading Improvement; *Reading Instruction; *Reading Research; Reading Strategies; *Socioeconomic Status; Teacher Student Relationship; Teaching Methods

IDENTIFIERS- *Emergent Reading Levels

Emergent reading levels are those levels a pupil can sustain under direct guidance or with mediation and support by the teacher. A major implication of the emergent reading level construct is that strategies for reading placement would need to be revised. A study was conducted to ascertain whether the emergent reading level concept is valid and useful in the reading placement of low socioeconomic status (SES), low achieving elementary school students. Nineteen fourth grade students, enrolled in Chapter 1 classrooms, with a reading grade equivalent of 2.7 to 5.00 participated. As a pretest measure, students read a fable at the fifth grade level and answered 20 multiple choice questions. Prior to the reading, the experimenter read the requisite vocabulary, using each word in a sentence. The experimenter then read several poems as an interference measure. A week later, students were randomly assigned to experimental and control groups. The procedure was repeated for the control group. The experimental group received background knowledge on fables and discussed the vocabulary in context. The students then read a fable passage and answered questions. The results showed a significant difference between the groups in the posttest measure, favoring an analytical application concept of emergent reading level with low achieving students. (HTH)

(055)
DESCRIPTORS- Bibliographies; Content Area Reading; *Home Economics; *Instructional Materials; *Reading Instruction; *Reading Skills; Remedial Reading; Secondary Education; Textbook Content; Textbooks

Since most secondary school reading textbooks give home economics only minimal attention, this paper identifies selected information sources in home economics reading skills and in home economics for high school reading specialists. The first portion of the paper discusses eight principle problems that home economics poses for secondary school reading teachers, as well as a rationale for and description of the subsequent bibliography. The second part of the paper provides a list of representative secondary school home economics texts and a longer list of books, book chapters, and articles intended to provide help for secondary school reading specialists. (HTH)

ED 249 477 CS 007 807

Way, Joyce W.
Evaluation of the Chicago Mastery Learning Reading Program.
Kansas City School District, Mo.
PUB DATE- Jul 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; Evaluation Methods; *Mastery Learning; Program Content; Program Development; *Program Evaluation; *Reading Achievement; *Reading Instruction; *Reading Programs; Reading Research; Teaching Methods
IDENTIFIERS- Bloom (Benjamin S); *Chicago Mastery Learning Reading Program

The Chicago Mastery Learning Reading Program (CMLRP) discussed in this report is a method of instruction based on the mastery learning model developed by University of Chicago professor Benjamin Bloom. The report describes the procedures and results of an evaluation of the program's effects on reading achievement, information related to the teaching of reading and the program's implementation, and the perceptions of teachers and instruction assistants about the program. Following a summary of the evaluation project, the report is divided into the following sections: a description of the CMLRP, the evaluation procedures, and the results in each of the three areas mentioned. Appendixes include

Research; Writing Skills

The interaction between student writers and word processors was the subject of a case study that assessed (1) how advanced high school students respond to learning word processing, (2) what immediate impact the machine has on the writing processes and strategies of students, and (3) whether the machine alters students' attitudes toward writing and, if so, how. Over a period of six weeks, the two subjects of the study, both high school juniors, were asked to respond to two survey instruments designed to reveal their writing processes and attitudes, to compose four essays using pen and paper at first and later the computer, and to write protocols after each writing session. These materials were then subjected to a variety of qualitative and quantitative analyses. The findings provide some insight into how two types of students--the planner and the reviser--might respond to a word processing composition course and show that (1) although students may enjoy working on a computer, their enjoyment of the technology does not necessarily mean they have changed their attitude toward writing; (2) because revisers and planners emphasize different stages of the writing process, a reviser may adapt more readily to composing on a computer; (3) viewing their written work on the screen does not, in itself, help students determine what to change or correct; and (4) the limitations of the computer screen and the software affect a writer's strategies. (Appendixes contain copies of the instruments used in the study.) (RBW)

ED 249 492 CS 208 578

Willing, Kathlene R.; Girard, Suzanne
Chippy's Computer Words.
REPORT NO.- ISBN-0-88954-301-1
PUB DATE- 84
NOTE- 29p.; For related documents, see CS 208 578-580 and ED 233 376.
AVAILABLE FROM- Highway Book Shop, Cobalt, Ontario, Canada P0J 1C0 ($4.95, Canadian funds, includes postage and handling, 20% discount for schools and institutions, and 40% discount for book stores).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Basic Vocabulary; *Computer Literacy; Computers; Elementary Education; *Learning Activities; *Microcomputers;

DESCRIPTORS- *Behavior Patterns; Child Development; Fiction; Influences; Narration; *Parent Child Relationship; Prereading Experience; *Reading Aloud to Others; *Reading Research; *Story Reading; *Story Telling; Young Children

The experiences of one child's storytelling events over a period of nine months were tape recorded in a study that examined which variables were the most important in the child's learning of narrative. The variables considered took into account the impact of different storytellers, different story genres, different interactions (kinds of parental and child response), the impact of the child's age (23 months), the length of the session, and the child's familiarity with the genre. Extensive analyses of the factor and contextual variables produced 12 clusters of adult-child behaviors, of which seven were dominated by the effects of genre, four by variables specific to the child, and two by parent-child interaction patterns. Of significance was that each of the adults (mother, father, and teacher) had a different impact on the style of the storytelling sessions. The father tended to be more authoritarian and yet allowed for a more emotional response. The mother was more progressively educative and yet required a more sober relationship. The teacher was a mixture of the mother's educative approach and the father's allowance for nonsense. Each of the genres themselves also created a different impact. The child was relatively more playful with stories (reading and telling and picture books) than with personal narratives, and had more fun in cotelling stories than in being told stories. There were also changes over time, with the child's emotionality and spontaneity of responses decreasing with age. (HOD)

ED 249 507 CS 208 600

Escoe, Adrienne

Writing a Writing Assessment: Saying What You Want to Say Isn't as Simple as It Seems.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-79
PUB DATE- 12 Dec 82
NOTE- 54p.
CONTRACT- NE-0-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

ED 249 521 CS 208 614

Rex-Kerish, Lesley
A Study in the Development of Discourse Competence: David: A Six-Year-Old Discovers Authorship.
PUB DATE- Mar 83
NOTE- 77p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Child Development; *Cognitive Processes; *Developmental Stages; Knowledge Level; Parent Role; Primary Education; Teacher Role; *Writing Processes; Writing Readiness; *Writing Research; Young Children

A study was undertaken to explore the problems beginning writers face and how they grapple with them. The subject, a six-year-old boy, was observed over 10 writing sessions and an analysis was made of his composing behavior and the illustrations and texts he produced. In addition, his composing aloud protocols were analyzed. Results suggest that a six-year-old writer is an immature practitioner of a composing process resembling an adult's (but with significant differences), who possesses the knowledge required for authorship in rudimentary form. A six-year-old child's restricted physical and cognitive development limit written performance in particular ways that require assistance if the young writer is to continue growing as an author. (Appendixes contain copies of the child's writing.) (Author/FL)

ED 249 522 CS 208 615

Steinbach, Rosanne; And Others
Teaching Independent Reflective Processes in Writing: A Follow-Up Study.
PUB DATE- Apr 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American

chapter is a summary of the major conclusions of the study, including an overview of the kindergarten and the second grade data analysis. (HOD)

ED 249 536 CS 208 634

Kinman, Judith R.; Henderson, Darwin L.
A Guide to Newbery Medal Winners and Honor Books, 1977-1984.
PUB DATE- 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Awards; Books; *Childrens Literature; Content Analysis; Elementary Secondary Education; Evaluation Criteria; Females; Guidelines; Males; Parent Role; *Reading Material Selection; *Sex Bias; *Sex Role; *Sex Stereotypes; Teacher Role
IDENTIFIERS- *Newbery Award

Intended for use by teachers, librarians, and parents, this guide analyzes Newbery Award Medal and honor winning books (1977 through 1984) for sexism. Following a statement of criteria, established by the American Library Association concerning the type of book that should receive the medal and honor citations, and the guidelines used to determine sexism in the books, the guide analyzes the following 27 books: (1) "Roll of Thunder, Hear Me Cry," by M. Taylor; (2) "Abel's Island," by W. Stieg; (3) "A String in the Harp," by N. Bond; (4) "Bridge to Terabithia," by K. Paterson; (5) "Anpao: An American Indian Odyssey," by J. Highwater; (6) "Ramona and Her Father," by B. Cleary; (7) "The Westing Game," by E. Raskin; (8) "The Great Gilly Hopkins," by K. Paterson; (9) "A Gathering of Days: A New England Girl's Journal, 1830-32," by J. Blos; (10) "The Road from Home: The Story of an Armenian Girl," by D. Kherdian; (11) "Jacob I Have Loved," by K. Paterson; (12) "The Fledgling," by J. Langton; (13) "A Ring of Endless Light," by M. L'Engle; (14) "A Visit to William Blake's Inn," by N. Willard; (15) "Ramona Quimby, Age 8," by B. Cleary; (16) "Upon the Head of a Goat," by A. Siegal; (17) "Dicey's Song," by C. Voight; (18) "Dr. Desoto," by W. Steig; (19) "Graven Images," by P. Fleischman; (20) "Homesick: My Own Story," by J. Fritz; (21) "Sweet Whispers, Brother Rush," by V. Hamilton; (22) "The Blue Sword," by R. McKinley; (23) "Dear Mr. Henshaw," by B. Cleary; (24) "Sugaring Time," by K. Lasky; (25) "A Solitary Blue," by C. Voight; (26) "The

ED 249 551 CS 504 710

Wilson, Leslie R.
The Broader Educational Community Looks at Communication Education: What Are the Needs? How Can We Meet Them? The Perspective of a High School Director of Instruction-English.
PUB DATE- Nov 84
NOTE- 6p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Educational Trends; *English Instruction; Higher Education; *Integrated Curriculum; Language Arts; Oral Language; Secondary Education; *Speech Communication; *Speech Instruction; *Speech Skills; Teacher Role

As communication/English curricula pass from a period of great diversity to one of greater centrality, educators need to find a more reasoned direction to guide curricular decision making. Many of the current reports on the state of education refer to the importance of oral communication skills, but such skills have not received their rightful status at the high school level. Speech is considered a minor part of the language arts rather than a distinct or separate unit. Some college admissions standards do not include certain oral communications courses. Fortunately, many local boards of education believe oral communication belongs among the curricula, despite economic difficulties. To enhance the role of speech in the schools, speech and English faculty can (1) continue to work with sequencing the oral communication skills and with precise measurements; (2) emphasize those skills that help make speech communication vital for students' future; (3) work to relate the skills in the areas of speech, English, and language arts directly to developing curricula; and (4) teach with excellence. (HTH)

ED 249 552 CS 504 711

ED 249 566 CS 504 733

Benoit, William L.
Rhetorical Choice in Mansfield's November 25, 1963 Eulogy.
PUB DATE- 12 Oct 84
NOTE- 19p.; Paper presented at the Annual Mid-America Linguistics Conference (27th, Columbia, MO, October 12-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; *Language Styles; *Language Usage; Literary Devices; Public Speaking; *Rhetoric; Speech Communication; *Speeches; Speech Skills
IDENTIFIERS- *Audience Participation; *Eulogies; Mansfield (Michael)

One of the most memorable eulogies delivered in the United States Senate is the one by Senator Michael Mansfield for President John F. Kennedy. An analysis of his word choice reveals that he (1) forced the audience to participate in the creation of the message; (2) employed active, forceful descriptions; (3) focused on praiseworthy qualities of the President; (4) forced the audience to accept his loss early in the speech, then softened the description at the end; and (5) began with the past and, through his descriptions, forced the audience to accept the present and look toward the future. The use of repetition as well as balance and contrast served to highlight the ideas he wished to communicate, making them stand out from their context. The arrangement united the work, making it a completed whole. This analysis of Mansfield's eulogy gives insight into the functioning of certain stylistic choices in discourse. Particularly interesting are the ways in which the selection of words can stimulate the audience's imagination by presenting a vivid description of events and the way in which omissions in description can force audience participation. Repetition can frame important ideas while balance and contrast can suggest a completeness that is pleasant. More work needs to be done on the way in which stylistic devices secure pragmatic ends. (HOD)

ED 249 567 CS 504 735

Gaskill, Rex; Rausch, Emile-Marie Ripple
The Use of Part-Time Faculty in Forensics.
PUB DATE- 2 Nov 84

ED 249 580 EA 017 105

Mann, Dale; Lawrence, Judith
A Delphi Analysis of the Instructionally Effective School.
PUB DATE- Jun 84
NOTE- 17p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; Curriculum; *Delphi Technique; *Economically Disadvantaged; Educational Environment; Educational Quality; Elementary Secondary Education; Factor Analysis; *Low Income Groups; Policy Formation; School Demography; *School Effectiveness; Student Evaluation; Teacher Characteristics
IDENTIFIERS- *Instructionally Effective Schools

This Delphi analysis of the "Instructionally Effective School" (IES) was designed to measure the current state of the art and science of school-based teaching and learning for poor children, and to describe the policy implications of the developmental level for school people, districts, states, and the federal government. Teams of experts in each of the component areas of the IES circulated inventories to the panel membership, who recorded their opinions about each proposition, the confidence level of their estimates, and their basis for judgment. These data were then recirculated, so that panel members could refine their judgments and comment on the developing consensus. This methodology is described in detail, and results of the analysis are reported for the following six contributing factors: (1) teacher characteristics and behavior; (2) administrator characteristics and behavior; (3) student body composition; (4) school learning climate; (5) pupil evaluation procedures; and (6) curriculum materials. Policy implications are then summarized for each of these factor areas. The study concludes that substantial improvements have occurred across the board in the teaching of needy children. (TE)

ED 249 581 EA 017 106

*Instructional Development; *Instructional Improvement; Interprofessional Relationship; School Supervision; *Staff Development; Teacher Administrator Relationship; *Teacher Improvement; Teacher Motivation; *Teamwork
IDENTIFIERS- *Vallejo Unified School District CA

This paper describes a program at the Vallejo (California) School District involving the use of instructional support teams composed of principals and teachers from each school to promote instructional improvement by increasing school-site leadership and teamwork between administrators and teachers. First, background information is given to provide a contextual description of the school district setting, the recent history of staff development programs in the district, and the entire district staff development program. Second, a philosophical and conceptual description of the purpose of the teams is provided. Third, the selection, training, and function of the teams is outlined. Finally, a case study is provided of the operation of an instructional support team in one elementary school from the perspectives of a principal and a teacher who are team members. Advantages of the instructional support teams include (1) shared responsibility between administrators and teachers, (2) greater interaction among professionals over matters of importance, and (3) an ongoing means for developing and using staff expertise and leadership capacity. (TE)

ED 249 595 EA 017 120

Wagner, Laura A.
The California Mentor Teacher Program.
PUB DATE- Jun 84
NOTE- 6p.; In: Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Differentiated Staffs; Elementary Secondary Education; *Master Teachers; Program Development; School District Autonomy; *Staff Development; Staff Utilization; State Aid; *State Legislation; *State Programs; Teacher Administrator Relationship; Teacher Educator Education; *Teacher Improvement
IDENTIFIERS- California; California Education Code; *California Mentor Teacher Program

ED 249 609 EA 017 170

Rossmiller, Richard A.
Changing Educational Practice through Continuing Professional Development Programs.
PUB DATE- 84
NOTE- 20p.; Paper presented at the Meeting of the Inter-American Congress on Educational Administration (2nd, Brasilia, Brazil, July 29-August 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Administrator Role; Elementary Secondary Education; *Inservice Education; *Inservice Teacher Education; Literature Reviews; *Management Development; Principals; *Professional Development; Program Effectiveness; *Program Improvement; School Effectiveness

Research studies have found a number of teacher-related variables that are associated with student achievement. Professional development activities designed to improve the knowledge and skill of teachers can help students improve academically. In investigating the motivation for professional development, the findings of several researchers support the conclusion that teachers are motivated to participate in continuing professional development activities primarily by intrinsic factors. Evaluation results of an Australian inservice program for educational administrators indicate that well-designed continuing professional development programs can change the behavior of participants. In addition, research on effective schools has shown the important role of the school principal in encouraging and supporting the continuing professional development of teachers. Several elements essential for or conducive to effective professional development programs are identified and discussed briefly. A 17-item bibliography is appended. (MLF)

ED 249 610 EA 017 171

ED 249 624 EA 017 189

Schubert, Nancy A.; Manly, Theron W.
School Board Members' Opinions and Awareness of Legal Parameters concerning School Prayer.
PUB DATE- 3 Oct 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Boards of Education; *Constitutional Law; Court Litigation; Elementary Secondary Education; *Opinions; *School Law; School Surveys; State Church Separation
IDENTIFIERS- *School Prayer; United States (Southeast)

A survey of school board presidents investigated their knowledge of laws concerning school prayer and their attitudes toward school prayer. One hundred and eighteen of the 282 board presidents in 2 southeastern states completed a mail survey containg 5 items designed to measure legal awareness and 5 designed to examine attitudes. Data were analyzed by sex, by whether the respondent was elected or appointed, by type of school district, and by political and religious affiliations; inferences were drawn through analysis of variance and multiple linear regression analysis. In general, school board presidents were unaware of legal constraints; most strongly favored school prayer. Female respondents, however, were more aware of the law but less favorable toward school prayer than males. County school board presidents were less aware than those of consolidated and municipal districts. Respondents who favored school prayer were relatively unaware of legal requirements. These findings suggest that school boards need more inservice training on school law to help them fulfill their legal responsibilities and avoid costly litigation. (MCG)

ED 249 625 EA 017 190

Johnson, David W.; Johnson, Roger T.
Cooperative Small-Group Learning.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Oct 84

issues of pupil management. Second, focusing on pupil management issues in the selection, training, and supervision of drivers can have a number of beneficial effects for a company. These include an increase in pupil satisfaction and a decrease in vandalism, accidents, driver turnover, injury, liability, and insurance costs. Proper attention to driver training can give a company a significant competitive advantage in competing for contracts. Keeping good employees around longer permits more selectivity in hiring school bus drivers. When selecting bus drivers, companies should focus on the driver's ability to manage students and should verify hard data such as the driver's fingerprints, license, credit, and references. (MLF)

ED 249 639 EA 017 205

Daresh, John C.; LaPlant, James C.
Inservice for School Administrators: A Status Report.
PUB DATE- Apr 84
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; Educational Improvement; Elementary Secondary Education; *Inservice Education; Literature Reviews; Management Development; *Models; On the Job Training; Professional Continuing Education; Professional Development; Professional Training; *Program Effectiveness; Research Design; Research Methodology; *Research Needs; Research Proposals; School Administration; School Effectiveness
IDENTIFIERS- *Administrator Effectiveness

To help classify and map the field of administrative inservice, five generic administrative inservice models may be identified and their strengths and weaknesses determined based on what is known about effective inservice practices. The models are a traditional model, institutes, competency-based programs, the academy, and networking. A review of the research, however, finds that none of the five identified models has ever been researched, and most inservice research either focuses on classroom teachers or examines the experiences of practitioners without being research based. There seems to be a collection of a good deal of information of

Discipline Policy; *Educational Change; *Educational Strategies; Elementary Secondary Education; Government School Relationship; Instructional Materials; School Support; Student Evaluation; Teacher Qualifications; Teaching (Occupation); Time Factors (Learning)
IDENTIFIERS- National Commission on Excellence in Education; Task Force on Education for Economic Growth; Twentieth Century Fund Task Force

Summary tables compare, item by item, the recommendations of the National Commission on Excellence in Education, the Twentieth Century Fund Task Force, and the Task Force on Education for Economic Growth. These recommendations propose reforms in most or all aspects of formal education, including curriculum, academic standards, instructional practices, instructional materials, student evaluation, discipline, teacher training, personnel policies, administrative practices, funding, and relations with community, government, and business. (MCG)

ED 249 654 EA 017 234

Oliver, Ronald L.
Interviewing First Year Teachers: Applicant Appraisal for Secondary School Principals.
PUB DATE- 1 Oct 82
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Employment Interviews; Personnel Data; Personnel Evaluation; *Personnel Selection; Questioning Techniques; Secondary Education; *Teacher Effectiveness; *Teacher Employment
IDENTIFIERS- Northwestern Oklahoma State University; Oklahoma

The personal interview examines the potential skills of the employee in relation to the organizational needs of the district for the present and the future. This paper analyzes capabilities of first-year teachers as evidenced by traits observed during the personal interview conducted by the secondary school principal. Research findings with particular emphasis on the personal interview are surveyed. One model of the selection interview process, proposed by W.B. Castetter in 1976, is presented as a pilot plan for integrating first-year teachers into the local

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cues; *Evaluation Methods; High Risk Persons; Learning Processes; *Mediation Theory; *Mild Mental Retardation; Preschool Education; Student Evaluation
IDENTIFIERS- *Dynamic Assessment

Two methods of dynamic assessment, graduated prompt and mediation, were compared to each other and to static assessment of 60 mildly mentally retarded or academically at risk preschoolers. Measures included Ss' classification as learner or nonlearner, achievement on independent performance, achievement on pretest and transfer posttest, observed off-task behavior, and amount of time in training. Dynamic models were chosen because of advantages in identifying children with intellectual deficits and ascertaining educationally relevant diagnostic information. Ss receiving dynamic assessment showed learning potential not exhibited on static assessment. Ss receiving mediation dynamic assessment performed a transfer task better than the graduated prompt and static assessment groups. Amount of training time did not account for results. (Author/CL)

ED 249 668 EC 170 464

Grosenick, Judith K., Ed.; Huntze, Sharon L.
Positive Alternatives to the Disciplinary Exclusion of Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders.
Missouri Univ., Columbia. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Apr 84
NOTE- 119p.; For individual chapters, see EC 170 465 (chapter 4) and EC 170 466 (chapter 6). Produced as part of the Project on National Needs Analysis/Leadership Training in Behavior Disorders.
GRANT- G008101817
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- *Behavior Disorders; Court Litigation; *Discipline; Discipline Policy; Elementary Secondary Education; *Expulsion; Individualized Education Programs; Intervention; Nontraditional Education; Sanctions; *School Policy; *Suspension

Positive alternatives to disciplinary exclusion of behaviorally

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Friendship; *Interpersonal Competence; *Learning Disabilities; *Social Development; *Social Status

The study examined social status as determined by conceptions of friendships, perceptions of social competencies, and behavior in school in 23 learning disabled (LD) Caucasian boys, 8-11 years old; 23 nonLD controls matched for age, sex, race, IQ, socioeconomic status, and homeroom; and 141 nonLD children both boys and girls, in the third grade classrooms attended by the experimental and control groups. Scores on the Perceived Competence Scale, Interpersonal Understanding Interview, and Behavior Problem Checklist were analyzed. Results revealed that LD Ss differed significantly from their nonLD peers in the number of friendship nominations received. LD Ss did not differ significantly from nonLD Ss in perceptions of social competencies. Teachers observed personality problems significantly more often in LD Ss than in control Ss. Reasons for LD Ss' relative lack of popularity were thought to include inaccuracy in assessing social relations and lower ability in grasping nuances involved in making friends and resolving conflicts. (CL)

ED 249 684 EC 170 482

Lonnborg, Barbara
Abused Adolescents: How Schools and Educators Can Help.
Boys Town, Neb.
PUB DATE- 82
NOTE- 17p.
AVAILABLE FROM- Boys Town, Communications and Public Service Division, Boys Town, NE 68010.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Child Abuse; Child Neglect; *Physical Characteristics; *Sexual Abuse; *Teacher Role
IDENTIFIERS- Practitioners

The booklet examines issues involved in the physical battering, sexual misuse, or emotional maltreatment of adolescents. The nature for extra early handling, the importance of encouraging exploration mannerisms, eating skills, toilet training, descriptive terminology, and the steps in promoting reading awareness. (CL)

ED 249 700 EC 170 801

Hague, Patricia
Responding to Disability: A Question of Attitude.
Minnesota State Council for the Handicapped, St. Paul.
PUB DATE- May 84
NOTE- 40p.
AVAILABLE FROM- Minnesota State Council for the Handicapped, 208 Metro Square Bldg., 7th and Robert Sts., St. Paul, MN 55101 (free, first two copies; $1.00 each additional copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attitudes; Communication Skills; *Disabilities; Hearing Impairments; *Knowledge Level; Physical Disabilities; Questionnaires; Self Evaluation (Individuals); Sign Language; Special Health Problems; Visual Impairments

The booklet, in questionnaire form, is designed to stimulate thinking and dialogue regarding attitudes toward and knowledge of disability. Fourteen questions address responses to situations dealing with people who have physical disabilities, blindness, speech impediments, mental illness, and deafness. Answers are provided for each of the questions along with brief discussions on such topics as children's curiosity regarding disability, employment possibilities for disabled persons, interpreters and sign language, methods of communication, sexuality of disabled persons, job performance, the ability of disabled persons to get a drivers' license, and use of words such as "see," "walk," or "hear" around people with disabilities. (CL)

ED 249 701 EC 170 802

Mobility and Mobility Aids for Visually Handicapped Individuals. Bibliography, No. 84-1.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- Feb 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Annotated Bibliographies; Elementary Secondary Education; *Mobility Aids; Multiple Disabilities; Spatial Ability; *Visual Impairments; *Visually Handicapped Mobility

The bibliography lists approximately 150 references (1973-1983) on orientation and mobility for visually impaired individuals. Citations are organized alphabetically by author's name within five major topic areas: general works, manuals and curriculum guides, research literature, mobility for special populations (multiple disabilities, children and adults in rural areas), and mobility aids (canes, electronic aids, guide dogs, mobility maps). Citations include title, publisher information, date, and a brief abstract. The final section lists resources of four types: professional associations and consultant agencies, colleges and universities that offer courses in orientation and mobility, schools that train and supply guide dogs to blind persons, and sources for purchasing mobility aids. (CL)

ED 249 717 EC 170 819

Bullock, Lyndal; And Others
LD or Not?
Illinois State Board of Education, Springfield.
REPORT NO.- 5M-5-36B-17-No.-408
PUB DATE- Jul 84
NOTE- 25p.
AVAILABLE FROM- Illinois State Board of Education, Department of Specialized Educational Services, 100 North First, Springfield, IL 62777 (document available free of charge while supplies last; videotape available on loan).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Disorders; Classification; *Definitions;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Autism; Cerebral Palsy; Definitions; *Disabilities; Epilepsy; Hearing Impairments; *Learning Disabilities; *Library Services; Mental Retardation; Physical Disabilities; Resource Materials; Student Characteristics; Visual Impairments

Intended primarily for library staff in a public library, the guide presents information about major types of disabilities. Information includes definitions and a discussion of characteristics, suggestions for interaction, lists of professional readings and books for children and adults, names and addresses of related agencies (including local Arizona groups), and descriptions of simulation activities. The following disabilities are covered: autism, cerebral palsy, epilepsy, hearing impairment, learning disabilities, mental retardation, physical disabilities, and visual impairments. Extensive appended materials include a glossary, list of recommended readings, and explanation of acronyms. (CL)

ED 249 733 EC 170 845

Barton, Lyle E.; And Others
Programming DRO to Reduce Multiple Behaviors of Multiple Subjects.
PUB DATE- May 83
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (107th, Dallas, TX, May 29-June 2, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Elementary Secondary Education; Multiple Disabilities; *Reinforcement; *Severe Mental Retardation
IDENTIFIERS- *Differential Reinforcement

The differential reinforcement of other behavior (DRO) is a procedure in which one reinforces an individual when particular behaviors are not emitted for specific periods. This study was designed to determine whether a treatment package consisting of a modified DRO plus momentary restraint and/or noncompliance training could be used to reduce 12 maladaptive behaviors of six school-aged, severely mentally retarded, multihandicapped students. The subjects were treated as three pairs of subjects, each pair of which demonstrated four maladaptive behaviors. The results demonstrated that the treatment package was effective in reducing

NOTE- 446p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Federal Legislation; Federal Programs; Hearings; Rehabilitation; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act 1973

Excerpts are presented from the March 1983 hearings on oversight and reauthorization of the Rehabilitation Act of 1973. Prepared statements are included from federal officials; representatives of professional rehabilitation and education associations and state and local agencies; students; and other interested persons. In addition to the statements, letters and supplemental materials on the topic are also provided from associations, agencies, university faculty, and federal officials. The statements touch on amendments to the act, provisions for independent living, rehabilitation research, and rehabilitation training. (CL)

ED 249 749 EC 170 861

Special Programs: A Manual of Policies, Procedures and Guidelines. Revised .
British Columbia Dept. of Education, Victoria. Div. of Special Education.
PUB DATE- 84
NOTE- 231p.; For earlier edition, see ED 217 581.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Delivery Systems; *Disabilities; *Educational Policy; Elementary Secondary Education; Financial Policy; Handicap Identification; Individualized Education Programs; Models; Program Administration; *Program Development; *Program Implementation; *Special Education; Student Evaluation; Student Placement
IDENTIFIERS- *British Columbia

The manual presents policies, procedures, and guidelines for special education in British Columbia. The following topics are addressed: philosophy and goals; service delivery models (planning, administration, coordination of services); division organization (organizational chart); financial management system (special programs funding, reporting structure, procedures and timelines);

ED 249 350 CE 039 740

Tractor & Machinery Safety. 1984 Revision.
Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- Jul 84
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accident Prevention; Accidents; *Agricultural Education; *Agricultural Machinery; *Agricultural Safety; Behavioral Objectives; Classroom Techniques; *Equipment Utilization; Learning Activities; Lesson Plans; Safety Education; Secondary Education; State Curriculum Guides; Student Motivation; Teaching Methods; *Tractors; *Vocational Education
IDENTIFIERS- Montana

This curriculum guide is intended for use in teaching an instructional unit in tractor and machinery safety that is geared toward college freshmen. Addressed in the individual lessons of the unit are the following topics: understanding the importance of safe and efficient tractor operation, understanding the characteristics of tractors, preparing tractors for operation, starting and stopping the tractor, driving a tractor, hitching and unhitching farm implements, and farm-machinery accident situations. Each lesson contains some or all of the following: a statement of need; a suggested reading assignment; objectives; key questions, problems, and concerns along with pertinent teaching techniques and information; suggested learning activities; a list of references; transparency masters; and handouts. (MN)

ED 249 351 CE 039 757

Glazer, Richard B.
A Prototype Educational Delivery System Using Water Quality Monitoring as a Model.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84

ED 249 363 CE 039 782

Dunn, Polly P.; And Others

Homemaker Reaction to EFNEP/Food Stamp Pilot Nutrition Education Project. A 1983 Pennsylvania and Massachusetts Survey. Extension Studies 92.

Pennsylvania State Univ., University Park. Cooperative Extension Service.

SPONS. AGENCY- Extension Service (DOA), Washington, D.C.

PUB DATE- Aug 84

NOTE- 42p.; A presentation based on this document was given at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).

CONTRACT- 12-05-300-543

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Education; Correspondence Study; *Delivery Systems; Economically Disadvantaged; Educational Strategies; *Foods Instruction; *Homemakers; Home Programs; Instructional Materials; *Low Income Groups; National Surveys; *Nutrition Instruction; Outcomes of Education; Postsecondary Education; Program Effectiveness; Questionnaires; Teaching Methods

IDENTIFIERS- *Expanded Food and Nutrition Education Program; Food Stamp Program; Massachusetts; Pennsylvania

Between 1982 and 1983, more than 750 homemakers from Pennsylvania and Massachusetts participated in a national study to test selected methods of delivering nutrition education to low-income families. The study, the Expanded Food and Nutrition Education Program (EFNEP)/Food Stamp Pilot Project, was conducted through the EFNEP in 10 states. At the conclusion of the study, Pennsylvania and Massachusetts conducted a survey of 241 homemakers who had participated in the program in order to determine the effectiveness of the delivery system used in the EFNEP pilot project--a combination of lessons given face-to-face as home visits and mailed lessons supplemented by follow-up telephone calls. Responses to the survey indicated that low-income homemakers were very interested in receiving all kinds of food and nutrition information, especially that relating to how to stretch a food dollar. Although most respondents preferred one-to-one lessons in the home, they were also receptive to the alternative method of combining direct and indirect contacts as used in the project. A majority of the respondents reported changing old habits and adopting new ones as a result of participating in the project and nearly all of them reported sharing learned information with others. (The survey instrument is appended.) (MN) program master sequence, a listing of various health occupations organized according to job family, and an overview of the competency-based vocational education (CBVE) instructional system for the practical health care arts. The major part of the publication comprises instructor's guide sheets and student task assignment sheets. Provided on each of the guide sheets are a task title, an objective, a discussion of attitudes and values to be developed through the task, an instructor's final checklist, one or more check-out activities, notes and suggestions for the teacher, a listing of references and special tools and equipment, and information to be presented to students. Each of the 40 student task assignment sheets provided contains a task title, an introduction, objectives, one or more learning activities, one or more check-out activities, and a copy of the instructor's final checklist. Appended to the manual are a list of suggested practical arts videotapes, suggested references appropriate for career exploration, and guidelines for addressing students with special needs. (MN)

ED 249 376 CE 039 821

Cave, Julie; And Others
Health Services: Clinical. Pharmacy Aide. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 82p.; For related documents, see CE 039 823, CE 039 825, CE 039 827 and CE 039 829.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Classroom Techniques; *Competency Based Education; *Drug Use; Employment Opportunities; Health Services; Instructional Materials; Learning Modules; Lesson Plans; *Medical Assistants; Medical Case Histories; Medical Services; *Pharmacy; Postsecondary Education; Recordkeeping; State Curriculum Guides; Student Needs; Teaching Methods
IDENTIFIERS- Kentucky; *Medications; *Pharmacy Technicians; Special

Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Broadcast Industry; Career Education; *Career Exploration; *Communications; *Competency Based Education; Course Descriptions; Film Industry; Junior High Schools; Learning Activities; Photography; *Practical Arts; *Publishing Industry; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; Telephone Communications Systems; Visual Arts; Vocational Education
IDENTIFIERS- Kentucky; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in communication and media occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of communication and media occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include a vocabulary listing, a list of practical arts videotapes, a list of references appropriate for career exploration, and ideas for addressing students with special needs. The 15 student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for five families of communication and media occupations: audiovisual, line communications, language, publishing, and broadcasting. (YLB)

ED 249 389 CE 039 839

Keeton, Martha; And Others
Industrial Communications Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.

copy of unarranged menus, typing conversion charts and an annuity protector chart, and filling in an insurance rate form for a special policy plan. (YLB)

ED 249 402 CE 039 865

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet V. Office Occupations.

Columbus Area Vocational-Technical School, GA.; Georgia State Univ., Atlanta.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

PUB DATE- 82

NOTE- 39p.; For related documents, see CE 039 859-864.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Clerical Occupations; *Filing; Individualized Instruction; *Insurance Companies; Job Skills; Learning Activities; Occupational Information; *Office Occupations Education; *Office Practice; Postsecondary Education; *Simulation; *Typewriting

This is the fifth of five student packets forming part of a position simulation developed for use in an office occupations laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to become familiar with the tasks and duties performed by a clerk-typist working for an independent insurance agency. The packet, which contains approximately 10 hours of work, includes 6 numbered jobs and supplies (any necessary letterhead or special forms). A guide sheet provides instructions for each numbered job. Jobs include arranging and typing tabulated material, transcribing letters from machine dictation, typing a copy of an expense report from handwritten copy, typing material in column form for a monthly newsletter and composing a transmittal letter, typing tables from rough drafts, and typing a promotional booklet. (YLB)

ED 249 403 CE 039 866

ED 249 418 CG 017 737

Fisher, Terri D.; And Others
The Effects of Age and Modality on Digit Span Performance.
PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; College Students; Higher Education; *Memory; Older Adults; *Performance Factors; Research Methodology; *Verbal Stimuli; *Visual Stimuli
IDENTIFIERS- *Digit Span Tasks

Previous studies of the effect of age and modality on digit span task performance have yielded inconsistent results. To eliminate some of the methodological difficulties in prior research, 18 college students and 18 older adults were given the digit span task by means of three different modalities: (1) visual successive; (2) visual simultaneous; and (3) controlled auditory. A memory drum and a cassette tape recorder were used. Three different sets of digit series pairs, ranging in length from 3 to 12, were randomly generated for use in all three modalities. Results indicated a significant main effect of modality, with the visual simultaneous condition yielding the highest scores. A significant age by modality interaction revealed that age differences were significant for the visual successive and the auditory conditions, but not for the visual simultaneous condition. The findings suggest that much of the previous confusion may be due to an inconsistent methodology. (Author/JAC)

ED 249 419 CG 017 738

White, David M.

An average of 6 years had passed between the spouse's death and the interview. Only post-funeral rituals were associated with the two attitude measures. Specifically, feelings about family, finances, and health were directly related to rituals involving responding to expressions of sympathy and post-funeral help and sorting and disposing of the deceased's personal effects. Future research should focus on the evaluation of interventions as well as the causal relationship between ritual and adjustment. (BL)

ED 249 433 CG 017 752

Osborne, W. Larry
Who's in Charge Here: The What and How of Leadership.
PUB DATE- Mar 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Leadership Qualities; *Leadership Responsibility; *Leadership Styles; Supervisory Methods

Our rapidly changing society will need individuals trained and skilled in leadership. Leadership is a process designed to maximize individual contributions to organizations and society. Research has shown that there is no one way of exerting leadership. Leadership behavior can be grouped into two categories: task behavior and relationship behavior. These two categories can be further divided into four quadrants: structuring, coaching, encouraging, and delegating. Leadership behavior is a function of the developmental level of the individuals being led, who can be categorized according to their motivation, skill, and experience. As the developmental level increases, leadership style evolves from structuring to delegating. Leadership requires both self-understanding and sensitivity toward others. Creative leaders strive to develop the potential in individuals through effective leadership behavior. (The Leadership Style Recorder and scoring key are appended.) (BL)

measurement period. The values for the two baseline weeks, after 1 month of training and at discharge did not differ from one another, but were both significantly lower than the 1-month and discharge scores, which did not differ. This pattern was similar for all three groups. A significant difference in length of training was found, with the non-demented subjects requiring an average of 4.4 weeks of training, the high-scoring demented requiring 7.4 weeks, and the low-scoring demented requiring 15.4 weeks. These findings suggest that individuals with mild to moderate dementia are capable of modest rehabilitation of self-care skills. (BL)

ED 249 448 CG 017 768

Crouch, Joyce G.

Differences in Grade Point Averages of Male and Female College Students Having Different Majors and Piagetian Operational Levels.

PUB DATE- Mar 84

NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Style; *College Students; *Grade Point Average; Higher Education, Majors (Students); *Mathematics Achievement; *Sex Differences

IDENTIFIERS- Concrete Operations; *Formal Operations

Piaget has suggested formal operations, as measured by his tasks, may be related specifically to physics-type problem solving and that other hypothetico-deductive thinking processes develop in adults in other specializations. The present follow-up study examined the relationship between formal versus concrete operational thinking as measured by two tasks (Chemical Mixing and Shadow) and academic performance of 46 science/mathematics majors (22 females, 24 males) versus other majors in three course categories: mathematics, science, and all courses combined. Science/mathematics majors made significantly higher mean grades in all three course categories. No significant differences between academic performance of concrete and formal operational groups were found when operational level was determined solely by performance on either the Chemical Mixing (determined by a verbal process) or the Shadow task (determined by a manipulative procedure. However,

ED 249 463 CS 007 780

Weaver, Constance

Parallels between New Paradigms in Science and in Reading and Literary Theories.

PUB DATE- 84

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the Art Materials (070)

DESCRIPTORS- Comparative Analysis; *Educational Theories; Physics; Psycholinguistics; Reader Response; *Reading Comprehension; *Reading Instruction; Reading Processes; Sciences; Semiotics; Sociolinguistics

IDENTIFIERS- *Reader Text Relationship

Drawing upon research from a number of fields, this paper explores parallels between new paradigms in the sciences--particularly physics, chemistry, and biology--and new paradigms in reading and literary theory--particularly a socio- or psycholinguistic, semiotic, transactional view of reading and a transactional view of the literary experience. Among the major parallels emphasized in the paper are the following concepts: (1) reality is fundamentally an organic process; (2) there is no sharp separation between observer and what is observed, reader and text, and reader/text and content; (3) the whole (universe, sentence, text, and so forth) is not merely the sum of "parts" that can be separately identified; and (4) meaning is determined through transactions between observer and observed, reader and text, reader/text and context, and among textual elements on and across various levels. (Author/FL)

ED 249 464 CS 007 783

Nzioki, S.

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.

German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).

comments on the program by teachers and assistants and a list of CMLRP and non-CMLRP schools with programs that might affect reading achievement at each school. (HTH)

ED 249 478 CS 007 808

Whitmer, Jean E.
Pickles Will Kill You: Use Humor to Teach Critical Reading Abilities.
PUB DATE- 17 Nov 84
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Reading; Elementary Secondary Education; *Humor; Language Usage; *Learning Activities; Reading Attitudes; Reading Comprehension; Reading Games; Reading Improvement; Reading Instruction; *Reading Skills; Student Motivation; *Teaching Methods
IDENTIFIERS- *Inferences

In developing critical reading, humor may contribute to three broad categories of skills: discerning the author's purpose, inferencing, and evaluating content. Passages from children's books such as "Tales of a Fourth Grade Nothing" or "The Great Brain" can help to illustrate the need for teachers and students to thoughtfully infer and evaluate the author's mood and purpose. Word play and verbal nonsense provide excellent opportunities for teaching inferencing as students interpret or intelligently guess at the author's meaning. Although basal reading workbooks include word study activities, students may better remember and use the vocabulary taught if the teacher asks a riddle during a two-minute lull before recess or lunch. Inferencing skills can be learned as students clarify contextual meanings of ambiguous statements, mispronunciations, and boners that may be found in newspaper headlines, texts, and conversations. Guided word play, requiring inferences as students categorize precise, applicable definitions according to context, is another appropriate introduction to critical reading. Teachers should include the judicial use of humor in the classroom for its potentially positive effects of brightening the environment, motivating students, and developing reactive, thinking readers. (HOD)

Picture Books; Primary Education; Reading Skills; Resource Materials; *Vocabulary Development

Intended for young children just becoming familiar with computers, this naming book introduces and reinforces new computer vocabulary and concepts. The 20 words are presented alphabetically, along with illustrations, providing room for different activities in which children can match and name the pictures and words. The 20 vocabulary items are cartridge, computer, cursor, disk, disk drive, graphics, hardware, joystick, keyboard, keys, light pen, microchip, modem, printer, printout, screen, software, tape, tape recorder, and user. (HOD)

ED 249 493 CS 208 579

Girard, Suzanne; Willing, Kathlene R.

Chippy's Computer Numbers.

REPORT NO.- ISBN-0-88954-300-3

PUB DATE- 84

NOTE- 31p.; For related documents, see CS 208 578-580 and ED 233 376.

AVAILABLE FROM- Highway Book Shop, Cobalt, Ontario, Canada, P0J 1C0 ($4.95, Canadian funds, includes postage and handling, 20% discount for schools and institutions, and 40% discount for book stores).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- *Basic Vocabulary; *Computer Literacy; *Learning Activities; *Microcomputers; *Number Concepts; Picture Books; Primary Education; Reading Skills; Resource Materials; *Vocabulary Development

Intended for young children just becoming familiar with computers, this counting book introduces and reinforces new computer vocabulary and concepts. The numbers, from one to twelve, are presented along with words and illustrations from the world of computers, allowing for different activities in which children can count or match and name the numbers, pictures, and words. The 12 vocabulary items are computer, screens, keyboards, tape recorders, disk drives, printers, printouts, graphics, disks, tapes, joysticks, and keys. (HOD)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; *Evaluation Criteria; Evaluation Methods; *Job Skills; Secondary Education; *Test Construction; *Test Format; *Writing (Composition); *Writing Evaluation; Writing Skills

Since acceptable writing is essential to success in job training programs and in many entry-level jobs, a writing sample was included in the Training and Employment Prerequisites Survey, a multiple-choice test about skills like mechanics, usage, and spelling. The two writing prompts asked students to give directions for finding a location in a school building (Form A) and to compose a business letter that requests adjustment of an order (Form B). The scoring criteria for Form A were as follows: (1) submits scorable sample, (2) includes important information about direction of movement, (3) includes critical information about features along the way, (4) writes directions in logical order, (5) uses precise language, (6) uses correct grammar and complete sentences, (7) capitalizes and punctuates correctly, and (8) spells correctly. Criteria for Form B took into consideration how well the student stated the problem and the desired course of action, used precise language, used language appropriate for a business letter, excluded unrelated sentences, used correct grammar and complete sentences, capitalized and punctuated correctly, and spelled correctly. Field tests of the two forms yielded some changes in criteria and the language of the prompts. Both writing sample assessments will be subjected to further revision based on additional experience with them. (HOD)

ED 249 508 CS 208 601

Linn, Michael D.; Zuber, Maarit-Hannele
The Sound of English: A Bibliography of Language Recordings.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 84
NOTE- 82p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 45701, $6.50 nonmember, $5.00 member).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Books (010)
DESCRIPTORS- *Audiodisc Recordings; *Audiotape Recordings;

Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Restructuring; Elementary Secondary Education; Followup Studies; Grade 6; Grade 7; *Planning; *Writing (Composition); *Writing Processes; *Writing Research

One year after sixth grade students participated in an instructional intervention experiment aimed at teaching reflective planning skills in writing, a followup study focused on evidence of reflectivity in attitudes and metacognitive knowledge concerning writing. This study was conducted with 16 experimental and 13 control students. Data were collected during individual interviews, consisting of questions and procedures that required students to: (1) detail advice they would give an aspiring young writer of their age, (2) provide an account of what they do when they write, and (3) discuss and sort according to mature and immature thinking a set of 18 planning phrases associated with expert (reflective) and novice (exhibiting one's knowledge) approaches to writing. The results indicated that the cognitive changes generated by the original intervention persisted in the experimental students. Subjects from both the experimental and the control group indicated awareness of two principles: that information or knowledge is important for essay writing, and that planning is a good thing. For the control group, these two principles appeared to mean the same thing--planning was essentially generating content. The experimental group students, however, generally showed an awareness of writing as a reflective rather than a knowledge-telling process, and of planning as consisting of goals, decisions about how to achieve those goals, and formulation of attitudes and main ideas. (HTH)

ED 249 523 CS 208 616

Petrosko, Joseph M.; And Others
Relationships among Writing Ability, Grade Level, Writing Apprehension and Knowledge of Composing as a Process in Secondary School Students.
PUB DATE- Apr 84
NOTE- 28p.; Paper presented at the Annual Meeting of the American

Sign of the Beaver," by E. G. Speare; and (27) "The Wish Giver," by B. Brittain. (FL)

ED 249 537 CS 208 639

Anderson, W. Steve
The Rhetoric of the Resume.
PUB DATE- Apr 84
NOTE- 10p.; Paper presented at the Annual Meeting of the College English Association (Clearwater Beach, FL, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credibility; *Educational Theories; Employment Potential; *Employment Qualifications; *Job Application; Job Search Methods; Models; Personnel Evaluation; Persuasive Discourse; Portfolios (Background Materials); Rhetoric; *Teacher Role; Technical Writing; *Writing (Composition); Writing Research; Writing Skills
IDENTIFIERS- *Kinneavy (James); *Resumes

Faithfully following a fixed set of procedures has long been standard practice in writing resumes. This process produces a passable document with a minimum of effort expended. There are, however, advantages to be gained from taking a conceptual approach to resume preparation. First, it can help provide a framework for these procedures, giving the writer an understanding of the process that allows better control over the final product. Second, since no set of procedures can cover every contingency, the conceptual approach provides help when the situation is vague or ambiguous. A conceptual model can be devised based on J. Kinneavy's formulation of the rhetorical triangle, which states that basic to all uses of language are a person who encodes a message, the signal or language that carries the message, the reality to which the message refers, and the decoder or receiver of the message. In the case of the job search, the encoder or job applicant is an outsider and the decoder or personnel officer an insider. Each has a different perception of the reality being dealt with in the search. This situation can be used by the applicant to help evaluate material for inclusion in the resume. Insiders have control over the description of the type of person they are seeking, but they have little control over how outsiders style themselves to fit that description. The applicants are, largely, what they say they are; that is, the readers of

Power-Ross, Sally J.
The Information Acquisition Style and Decision-Making Mode of High-Level Managers in an Information Rich Environment.
PUB DATE- Nov 84
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Business Skills; Cognitive Processes; *Communication Research; *Decision Making; *Decision Making Skills; *Information Processing; Interpersonal Competence; Job Analysis; Organizational Communication; Problem Solving; *Stress Management; Work Environment
IDENTIFIERS- *Information Overload

Four portfolio managers who handle common stocks were observed in a study that examined the preference of an alternative decision making process in an information overload situation. The week of observation was arranged so that the portfolio manager focused primarily on the decision making portion of the work rather than on the presentation and defense of decisions within the organization. During the observation, everything the portfolio managers did, every type of person with whom they interacted, the topics of every conversation, and the subject of every item read were recorded as well as when it occurred and the time spent in each activity. The data were then categorized and analyzed in three major ways: in terms of the portfolio managers' managerial functions, in terms of the information they acquired, and in terms of the decisions they made. Results showed relatively short amounts of time being spent in decision making, particularly considering the importance of their decisions. Furthermore, there was no sign of any use of a consciously logical sequence of steps in decision making. The amount of information available to the portfolio managers was massive, and the information flow was fast paced and highly fragmented. Yet, the portfolio managers showed no signs of information overload and only minimal attempts at overt filtering. These results suggest the possibility that an alternative mode of decision making does exist and may be preferable where there are massive amounts of information readily available. (HOD)

ED 249 553 CS 504 712

NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competition; Educational Research; *Faculty College Relationship; Higher Education; *Job Satisfaction; *Part Time Faculty; *Persuasive Discourse; *Speech Instruction; *Teacher Attitudes
IDENTIFIERS- *Forensic Coaches

A survey was conducted to examine the use of part-time forensic coaches. Ninety-nine four-year and 47 two-year colleges responded to the questionnaire. Of these, 45 four-year and 10 two-year programs indicated the use of part time coaches. A previous study had indicated that half of all part-time faculty were those who held full-time jobs in addition to their teaching positions. In contrast, the present survey indicated that a majority of part-time forensic coaches were graduate students. The previous study also cited intrinsic considerations (i.e., those having to do with personal renewal, sense of fulfillment) ahead of professional considerations (i.e., contribution to students, staying abreast of field) as the most often chosen motivational categories, whereas the present study ranked professional considerations first. Most part-time coaches indicated that they were reasonably satisfied with the support services available to them, but were not satisfied with their office space or fringe benefits. Only a few respondents indicated that the quality of their teaching was evaluated by students. (The complete survey results are appended.) (HTH)

ED 249 568 EA 016 966

Saffer, Shelley
Stress and the Educational Administrator: A Synthesis of Dissertation Research.

Bossert, Steve
Issues for School Improvement.
PUB DATE- Jun 84
NOTE- 14p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Characteristics; Administrator Responsibility; *Administrator Role; Class Size; Curriculum Development; Elementary Secondary Education; *Instructional Improvement; *Leadership Responsibility; Models; *Principals; School Administration; *School Supervision; Teacher Administrator Relationship; *Teacher Supervision; Time on Task
IDENTIFIERS- Far West Laboratory for Educational R and D CA

This speech discusses problems that principals face in trying to implement effective school strategies, describes ongoing research in instructional management, and identifies school improvement strategies used by particularly effective principals. The first section addresses practical problems in finding the appropriate balance between high expectations and student differences, between basic skills and higher-order cognitive needs, and between strong programmatic leadership and teacher autonomy. The second section describes models for principal behavior generated from research in the Instructional Management Program at Far West Laboratory. These include the "master teacher mode" based on clinical supervision and an equally effective approach based on indirect management. The final section identifies common traits of effective principals, including visibility, systematic time management, and a clear conception of effective instruction--instruction that is based on such key features as time on task, class size and composition characteristics, task and activity structures, curriculum pacing and sequencing, and evaluation. (TE)

ED 249 582 EA 017 107

Hall, Gene E.
Three Principal Styles of Facilitating School Improvement.
PUB DATE- Jun 84
NOTE- 13p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.

The California Mentor Teacher Program, brought into being by California Senate Bill 813, is designed to retain and recognize excellent teachers and to improve the profession by enabling expert teachers to assist others. Four major issues to consider in developing mentor teacher programs are discussed. First is the importance of collaboration with appropriate groups in planning, including teachers, governing boards, and administrators. Second, program design should reflect local needs and priorities. Design possibilities include (1) a master teacher to provide staff development; (2) a mentor as a trainer of new teachers; (3) a mentor teacher as a "fellow" in a teacher training academy; or (4) a mentor teacher as a curriculum developer. Third, the criteria for the selection of mentor teachers in the California Mentor Teacher Program are set by the California Education Code, but they allow considerable flexibility to local districts. The Code stipulates only that mentor teachers should have credentials and permanent status, substantial classroom experience, and demonstrated teaching ability. Finally, mentor teachers in their new role may require training and support from site administrators and teachers. Partial state funding has been provided for stipends to mentors. (TE)

ED 249 596 EA 017 121

Moursund, David
Microcomputer Applications in Education: Now to Next Decade.
PUB DATE- Jun 84
NOTE- 8p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; *Computer Assisted Instruction; *Computer Oriented Programs; Educational Change; *Educational Needs; Educational Technology; Educational Trends; Elementary Secondary Education; Expenditure per Student; *Inservice Teacher Education; Long Range Planning; *Microcomputers; Relevance (Education); Technological Advancement

This paper provides an overview of the implications of microcomputer technology for education and of general strategies for integrating computers into schools. Allocation of 1 or 2 percent of a district's annual budget could bring computers within the reach of every student in a few years, and this will result in

Mawdsley, Ralph D.
Legal Aspects of Pupil Transportation.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 84
NOTE- 55p.
AVAILABLE FROM- National Organization on Legal Problems of Education, Publication Sales, Southwest Plaza Building, 3601 S.W. 29th Street, Suite 223, Topeka, KS 66614 ($9.95 + $1.50 postage and handling, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Board of Education Policy; Busing; *Court Litigation; Disabilities; Elementary Secondary Education; *Legal Responsibility; Private Schools; Public Schools; *School Buses; School Desegregation; School Law; *Student Transportation

The legal aspects of pupil transportation are examined, including the liability of various factions for transportation decisions and the duty of school districts to provide adequate transportation. Discussed are court decisions dealing with such complex topics as transportation of special education students, transportation for purpose of desegregation, transportation of private school students, the use of rental vehicles, placement of bus stops, funding of transportation, school board defenses in transportation litigation, the care owed to students during transportation, and general financial concerns. School districts are advised to (1) follow the standards and procedures established by state law, (2) have comprehensive policies regarding the type of vehicles to be used for school functions, (3) investigate liability coverage that includes nonschool owned transportation, (4) schedule regular maintenance of buses, and (5) supervise drivers. Extensive footnotes of legal citations accompany the text. (MLF)

ED 249 611 EA 017 172

Curley, John R.
The Politics of Federal Aid to Education.
PUB DATE- 4 Oct 83
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of School Business Officials (69th, Phoenix, AZ, October 2-6, 1983).

NOTE- 7p.
AVAILABLE FROM- Publications Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Role; *Classroom Techniques; *Cooperation; Elementary Secondary Education; Group Activities; *Grouping (Instructional Purposes); Individual Development; Learning; Learning Activities; *Learning Strategies; *Program Implementation; Skill Development
IDENTIFIERS- *Cooperative Learning

In cooperative learning, as opposed to competitive and individualistic learning, students work together to accomplish shared goals. It is the most important of the three types of learning, but least used. Research indicates students will learn more, like school better, like each other better, and learn more effective social skills when cooperative learning is used. It is not simply a matter of putting students into groups to learn, but involves positive interdependence, face-to-face interaction, individual accountability, and appropriate use of interpersonal and small group skills. Among strategies necessary to implement cooperative learning are: clearly specifying lesson objectives; making plans about the cooperative learning group; explaining the academic task and cooperative goal structure to the students; monitoring effectiveness and providing assistance with interpersonal and group skills; and evaluating student achievement and helping them assess how well they collaborated with each other. The principal's role includes structuring and managing a support system for teachers, with teachers providing the basic support for each other. The report describes procedures that sample school districts followed in implementing cooperative learning, and gives the address of the Cooperative Learning Center, a resource for information. (DCS)

ED 249 626 EA 017 191

Secondary Student Progress Plan.
District of Columbia Public Schools, Washington, D.C.
PUB DATE- Apr 84
NOTE- 36p.; Prepared by the Committee for the Development of a

limited benefit to the improvement of schools, the role of administrators, or the condition of inservice education. Assuming that the ultimate goal of inservice is educational improvement, there is a need to develop a conceptual description of administrative inservice, more completely describe and test the five generic models described, and continuously review and modify the theoretical conceptualization of administrative inservice, all through theory-based research, so that school administrators may fulfill the leadership function ascribed to them in the school effectiveness literature. (Author/DCS)

ED 249 640 EA 017 206

Rudolph, David D.
Positive Disciplinary Project.
PUB DATE- 5 Feb 84
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (Las Vegas, NV, February 3-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delinquency Prevention; *Discipline; *Discipline Policy; Expulsion; *Nontraditional Education; Organizational Change; Program Effectiveness; *School Counseling; Secondary Education; Student Behavior; Suspension

Maryland's Perryville High School Positive Disciplinary Project involves both actively disruptive students referred by the administration and students who have demonstrated the potential to be disruptive who are referred by teachers, guidance counselors, or parents. In either instance, the student becomes a part of the program for the entire school year. The inschool "suspension" portion of the program, whereby students are sent to the Alternative Education Center (a modified classroom located in the school building), is its most obvious aspect. The second phase of the program, counseling students, is done both formally and informally in the center or in other areas of the school. The program, initiated in response to a 1977 self-study of discipline problems, achieved the following goals for 1982-83: (1) reducing the number of out- of-school suspensions by 40 percent; (2) reducing socially unacceptable behavior during the school year, measured by a 20 percent reduction in the number of referrals to the assistant principal; (3) decreasing the number of students who system. Detailed information analyses are proposed for appraising the applicant before, during, and after the personal interview. Special importance is placed on developing a valid teacher selection interview method for first-year teacher applicants at the secondary level. The paper offers secondary school principals suggestions for interviewing first-year teachers. References are included, along with three appendixes: (1) qualifications for first-year teachers under Oklahoma House Bill 1706, (2) evaluation criteria for student teachers at Northwestern Oklahoma State University, and (3) competency requirements for graduates in secondary education at Northwestern Oklahoma State University. (Author/TE)

ED 249 655 EA 017 235

Zerchykov, Ross, Comp.
A Citizen's Notebook for Effective Schools.
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 373p.
AVAILABLE FROM- Publications Sales, Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215 ($13.00 prepaid or P.O.; $.50 for handling will be billed on non-prepaid orders; Deluxe edition with 3-ring binder, $20.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Citizen Participation; Community Involvement; *Educational Improvement; *Educational Research; Elementary Secondary Education; Information Sources; Parent Materials; *Program Effectiveness; Research Utilization; *Resource Materials; School Community Relationship; *School Effectiveness

This document is a loose-leaf collection of materials intended to help citizens become active in working to make schools more effective. Its organization and contents are geared to three kinds of information needs. Part A provides research evidence on what works in instruction. It includes (1) a summary of the "Effective Schools" research, (2) a discussion of its implications for citizen participation, (3) 15 concise fact sheets on how school practices relate to student achievement, and (4) research briefs on 41 major

disordered children and youth are examined. Chapter 1 defines disciplinary exclusion and reviews its legal status. Chapter 2 describes common exclusionary practices (in-school suspension, continuous suspension, shortened school day, homebound instruction, alternative school placement, ignored truancy, and administrative transfer). Concepts of decorum and discipline are examined in chapter 3, which also considers approaches in which the decorum/discipline balance has become dysfunctonal. Suggestions are made for development of a positive, proactive, prosocial approach. Chapter 4 describes Florida's use of the individualized education program to address issues of suspension and expulsion. An in-school suspension program is cited, in chapter 5, as a positive approach by which students are helped to learn about consequences and coping skills. A final chapter, chapter 6, describes the role of alternative schools in programming for behavior disordered children. (CL)

ED 249 669 EC 170 465

Guetzloe, Eleanor; Wells, Diana
Utilizing the IEP: Florida's Answer to the Exclusion of Behaviorally Disordered Students.
PUB DATE- Apr 84
NOTE- 23p.; In: Positive Alternatives to the Disciplinary Exclusion of Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders, Chapter 4; see EC 170 464.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Court Litigation; Disabilities; Discipline; Discipline Policy; Elementary Secondary Education; *Expulsion; *Individualized Education Programs; *School Policy; State Standards; *Suspension
IDENTIFIERS- *Alternatives to Suspension; *Florida

The paper review Florida's use of the individualized education program (IEP) in addressing discipline issues with behaviorally disordered students. The impact of court rulings on school discipline policies and procedures are examined. IEP components and development are reviewed, and inclusion of disciplinary procedures in the IEP is considered. Implications of the IEP-based approach are examined for service delivery options and least restrictive environments. Issues of suspension and expulsion in Florida are and extent of physical abuse, emotional abuse, and sexual abuse are briefly addressed, as are possible consequences, including withdrawal, mistrust, and suicide. Signs of abuse are linked to physical characteristics (such as hunger and uncleanliness) and school behavior (including verbal and physical aggression). Teachers are urged to follow guidelines on reporting and to become aware of helpful community resources. Avenues of approaching the youth are discussed, as are ways to deal with behavior problems. Also encouraged are providing success and praise, sharing information, holding classroom discussions, and talking with parents. School systems should review the reporting system, provide staff training, offer programs for youth, and work with parents. (CL)

ED 249 685 EC 170 483

Hawkins-Shepard, Charlotte, Ed.
Special Needs of Persons with Handicaps: A Guidebook for Church Leaders.
Episcopal Awareness Center on Handicaps (E.A.C.H.), Inc., Burke, VA.
PUB DATE- 84
NOTE- 21p.
AVAILABLE FROM- E.A.C.H., Inc., 9350 Braddock Rd., Burke, VA 22015 ($1.50 each; $1.00 each, quantity discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accessibility (for Disabled); *Churches; *Church Responsibility; Design Requirements; *Disabilities

Written during the International Religious Year of Persons with Disabilities, 1983, three papers address ways in which places of worship can become accessible for persons with disabilities. Wallace K. Babington presents a question and answer format in "Responding to the Needs of Persons with Handicaps." The article emphasizes the need to include the handicapped person (adult or child) in the ongoing life of the church community. Diane H. Huddle follows with "What Disabled Persons and Their Families Wished Their Clergy Knew," in which she focuses on attitudes and counseling approaches. Bruce O. Boston, in "Access for Persons with Handicaps," concludes the booklet with an examination of such facility and design needs as sensory aids, space for wheelchair seating, accessible (and specially fitted) restrooms, and lighting. (CL)

Yoder, Paul J.; And Others
Mother-Infant Engagements in Dyads with Handicapped and Nonhandicapped Infants: A Pilot Study.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 18 Jun 84
NOTE- 24p.
CONTRACT- 300-82-0366
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attention; Behavior Patterns; Case Studies; *Communication (Thought Transfer); Infants; *Interaction; Parent Child Relationship; *Severe Disabilities; *Twins

The purpose of the study of two sets of infant twins, where one infant of each set was severely handicapped, was to investigate the effect of a handicapping condition on mother-infant interactions and to investigate the conditions under which coordinated attention to an object and a person is demonstrated. This study provided a unique opportunity to make across-mother and within-mother comparisons of mother-infant interactions with fraternal twins. Microanalysis of several aspects of mother-infant free-play sessions showed that handicapped infants emitted fewer object-directed behaviors, had fewer instances in which their leads were followed, and spent relatively little time in joint attention with mother. The data also suggested that repetitive sequences with an object may be an important context in which coordinated attention is demonstrated. (Author/CL)

ED 249 702 EC 170 803

Fischer, Laura Stavisky; Page, Homer
A New Approach to Learning Disability Programs in Post-Secondary Education.
Colorado Univ., Boulder.
PUB DATE- 2 Mar 84
NOTE- 30p.; Paper presented at the Annual Convention of the Association for Children and Adults with Learning Disabilities (21st, New Orleans, LA, February 28-March 2, 1984). Prepared in the Office of Services to Disabled Students.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

Elementary Secondary Education; *Handicap Identification; *Learning Disabilities; Mild Mental Retardation; Student Characteristics

The booklet, designed to accompany a videotape, explains the similarities and differences among students with learning problems, specific learning disabilities (LD), mild mental retardation, or behavioral disorders. Specific implications for special education in Illinois are outlined. The underlying problem of over-identification of LD students is considered and the history of the LD field is briefly noted. Contributing problems to the situation, such as an array of definitions, are reviewed. Performance differences between retarded and LD students are described and the overlapping nature of sensory impairments is discussed. Illinois regulations are cited to distinguish LD from behavior disorders. Among those children who should not be placed in LD classes are those with limited English speaking backgrounds and generalized immaturity or overall developmental delay. (CL)

ED 249 718 EC 170 820

Guidelines for Education of the Gifted.

South Dakota State Div. of Elementary and Secondary Education, Pierre.

PUB DATE- Jun 84

NOTE- 288p.; Published by the Section for Special Education.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Educational Needs; Elementary Secondary Education; *Gifted; Individualized Education Programs; Parent Participation; *Program Development; *Program Implementation; Student Placement; *Talent

IDENTIFIERS- *South Dakota

The manual presents guidelines for use by South Dakota School districts regarding planning, implementing, and evaluating services for gifted students. Relevant laws and regulations are cited, followed by a statement of educational philosophy for gifted programs. Five needs are addressed briefly: identification of the gifted population, a differentiated curriculum, staff development, parent/community involvement, and evaluation of the individual education program. Prioritized goals are listed and a section on implementation focuses on 11 areas: (1) planning, steering, coordination by local committee; (2) child find and identification;

multiple maladaptive behaviors of the pairs of students even though the same DRO value was used for all four behaviors of each pair at a time. Practical adaptations that help to make DRO procedures more useful for teachers are discussed. (Author/CL)

ED 249 734 EC 170 846

Jones, C. D., Jr.; Prickett, Jimmie L. V.

A Survey of Current Placement Practices and Eligibility Criteria for the Learning Disabled Child in Oklahoma.

Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.

PUB DATE- 84

NOTE- 64p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; *Eligibility; *Handicap Identification; *Learning Disabilities; School Districts; State Surveys; *Student Evaluation

IDENTIFIERS- *Oklahoma

The report presents findings of a December 1983 survey of procedures used in 24 local Oklahoma school districts to identify and place learning disabled (LD) students. The survey intended to identify various eligibility criteria and placement practices and to disseminate findings to educational decisionmakers at the state and local levels. Data are presented in table form and include the responses of each of the 24 districts to questions regarding past and current practices, including additional evaluation techniques beyond those outlined in state standards. Each response lists the local contact person and that person's findings or impressions. Responses touch on such practices as additional diagnostic testing, use of the 50% discrepancy formula, and informal as well as formal evaluation considerations. (CL)

ED 249 735 EC 170 847

program guidelines for each of 15 classifications, including gifted, autistic, and Indian education; special health services (speech pathology); identification, assessment, and planning (suggested policy and procedures for individual psychoeducational assessment, selection and use of tests, individualized education programs); implementation/inservice; school-based administration, special programs, transportation; learning assistance (school based services to help provide a range of services to meet classroom needs); funding and placement for severely handicapped children; and ministry policy (support services for severely handicapped children, administration of medication, orientation and mobility instruction, and child abuse policy). (CL)

ED 249 750 EC 170 862

Preisler, Gunilla

Deaf Children in Communication. A Study of Communicative Strategies Used by Deaf Children in Social Interactions.

Stockholm Univ. (Sweden). Dept. of Psychology.

REPORT NO.- ISBN-01-7146-419-0

PUB DATE- 83

NOTE- 271p.; Ph.D. Dissertation, University of Stockholm. Funds were provided by The Swedish Delegation for Social Research and the Swedish Save the Children Foundation.

AVAILABLE FROM- Gunilla Preisler, Department of Psychology, University of Stockholm, 106 91 Stockholm, Sweden ($7.00, U.S. currency).

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- *Communication Skills; *Deafness; *Interaction; *Language Acquisition; Preschool Education; *Sign Language

The book reports on a descriptive study of communicative strategies used by 15 deaf preschoolers. Video recording with simultaneous direct observations were made once a month in a kindergarten for deaf and hearing children. Children were observed during periods from .5 to 2 years. Descriptions of communicative strategies are based on second-by-second transcriptions and analyses from video recordings of the children's use of nonverbal and verbal behaviors in interactions with others. Analysis revealed differences in the way the early sign language (ESL) and late sign language (LSL) users communicated. ESL Ss paid attention to partners in dialogues

NOTE- 55p.
CONTRACT- 300-83-0159
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Community Colleges; Competency Based Education; *Course Content; *Curriculum Development; *Delivery Systems; Laboratory Procedures; *Learning Modules; Pacing; Program Development; Science Laboratories; Teaching Methods; Two Year Colleges; Vocational Education; *Water Quality
IDENTIFIERS- Personal Testing and Interactive Evaluation System; *Ulster County Community College NY

This report describes the model educational delivery system used by Ulster County Community College in its water quality monitoring program. The educational delivery system described in the report encompasses the use of behavioral objectives as its foundation and builds upon this foundation to form a complete system whose outcomes can be measured, evaluated, and readily modified. These characteristics enable the system to serve as an "academic cafeteria." Through it, the student can search for those objectives (as learning units) or series of objectives that, when properly selected, sequenced, and mastered, meet the student's specific needs and goals. This flexibility, in turn, provides the tools to release the teacher from the traditional role of lecturer and lab instructor to become a leader, motiva[illegible] and facilitator of learning. The model program describes the components of a complete educational delivery system for water quality monitoring, as well as serves as a blueprint for similar programs in a host of different areas. These areas might include the technologies, sciences, business, accounting, and many other disciplines. Under development is a computerized self-training/testing system, the Personal Testing and Interactive Evaluation system (PETITE), which is prescriptive, diagnostic, and self-generating, allowing the student to retest until the desired results are achieved. (Author/KC)

ED 249 352 CE 039 758

Payne, W. Vincent
Vocational Education Programs at Virginia State University: Successful Features.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

ED 249 364 CE 039 783

Dik, David W.
Empowering Parents Through Computer Literacy Training.
PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Classroom Environment; *Computer Literacy; Educational Benefits; Individual Development; Influences; *Outcomes of Education; *Parent Influence; Parents; *Play; Postsecondary Education; School Attitudes; *Self Actualization; Self Concept; Self Esteem; Teacher Student Relationship
IDENTIFIERS- *Empowerment

After several groups of parents began learning basic computer skills, it became evident that they were developing or evolving into a different relationship with their children; as the parents' skills in the area of computer literacy were strengthened, they became empowered to enter into the teaching and learning process. Writers on empowerment (a process through which people become able to influence those people and organizations that affect their lives and the lives of those they care about) have identified many interrelated actions that contribute to empowerment, including recognizing and valuing one's skills and knowledge; developing additional skills, obtaining more knowledge, and gaining more access to resources to interact more forcefully with people and institutions; and broadening interpersonal networks to overcome feelings of individual or family isolation. With these elements of empowerment in mind, adult educators must be sensitive and alert to creating an environment that will foster and encourage adults to change their perceptions about themselves and the social institutions affecting their lives. Particularly effective toward this end are learning environments that are noncompetitive and learning activities that revolve around play. As happened in the case of the parents studying computer skills, learning in a playful environment generates trust between students and teachers and helps learners build the sense of self-worth and self-confidence that is necessary to individual empowerment. (MN)

Needs Students

This instructor's manual consists of materials for use in presenting a course in the occupational area of pharmacy aide. Included in the first part of the guide are a program master sequence; a master listing of instructional materials, equipment, and supplies; an overview of the competency-based vocational education (CBVE) system; and guidelines and strategies for addressing students with special needs. The major part of the publication comprises instructor's guide sheets, master copies of the instructor's final checklist, master copies of the check-out activity sheets, answer keys for the check-out activity sheets, a list of recommended references for the pharmacy aide modules, and student modules. Provided in the student modules are learning activities, instruction sheets, and self-check activities dealing with the following topics: learning about careers in pharmacy, learning about medications, maintaining patient profiles, and counting tablets and pouring liquids. (MN)

ED 249 377 CE 039 823

Cave, Julie; And Others
Health Services: Clinical. Dietary Aide. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 101p.; For related documents, see CE 039 821, CE 039 825, CE 039 827 and CE 039 829.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Classroom Techniques; *Competency Based Education; *Dietetics; Employment Opportunities; *Food Service; Food Standards; Health Services; Hospital Personnel; Instructional Materials; Learning Modules; Lesson Plans; Medical Services; Medical Vocabulary; *Nutrition; Postsecondary Education; State Curriculum Guides; Student Needs; Teaching Methods; Vocabulary
IDENTIFIERS- *Dietary Aides; Kentucky; *Patient Care; Special Needs Students

PUB DATE- 83
NOTE- 76p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Building Trades; Career Education; *Career Exploration; *Competency Based Education; Course Descriptions; *Drafting; Electricians; *Electricity; *Electronics; Electronic Technicians; Graphic Arts; Industrial Arts; Junior High Schools; Learning Activities; *Practical Arts; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Kentucky; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in industrial communications within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of industrial communications occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include a vocabulary listing, a list of practical arts videotapes, a list of references appropriate for career exploration, and ideas for addressing students with special needs. The nine student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for four families of industrial communications occupations: drafting, electricity/electronics, graphic arts, and visual communications. (YLB)

ED 249 390 CE 039 840

Keeton, Martha; McKinley, Douglas

Mae Conn and Associates. A Legal Secretary Position Simulation. Employer's Manual. Office Occupations.

Georgia State Univ., Atlanta.; Macon Area Vocational-Technical School, GA.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

PUB DATE- 82

NOTE- 138p.; For related documents, see CE 039 867-871.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Individualized Instruction; Job Skills; Learning Activities; Occupational Information; Office Occupations Education; *Office Practice; Postsecondary Education; *Secretaries; *Simulation; Student Evaluation; Teaching Guides; *Typewriting

This employer's manual is part of a position simulation for use in an office applications laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to perform those tasks and duties performed by a legal secretary. The employer's manual serves as a general guide to the position simulation. It provides a definition of a position simulation; a description of the tasks experienced in the legal secretarial position; information on when to use the simulation; information on the company; a job description; lists of required supplies, forms and equipment; information on references; information on how to use the simulation (suggestions for introduction, preparation, and student supervision and evaluation); evaluation forms; and an organizational chart. The final section contains the keys to the tasks found in the student packets. Instructor Guide Sheets, which precede each key, provide the unit title and a description of task, and indicate required materials, supplies, and/or equipment, suggested reguirements, and areas of specialization. (YLB)

ED 249 404 CE 039 867

Mae Conn and Associates. A Legal Secretary Position Simulation. Employee's Manual. Office Occupations.

Georgia State Univ., Atlanta.; Macon Area Vocational-Technical School, GA.

Affect and Causal Attribution in Marital Conflicts: An Exploratory Study.
PUB DATE- May 84
NOTE- 54p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Attribution Theory; *Conflict Resolution; Feedback; Interpersonal Communication; *Marital Satisfaction; Sex Differences; Spouses; Videotape Recordings

Recent attempts to predict marital success or failure have explored the explanations couples offer for interpersonal events. To investigate whether positive and negative affect would lead to different causal attributions in a conflict-resolution conversation, 20 married couples were asked to observe a conflict-resolution and a control conversation in which they had engaged. They were asked to segment a videotape for both conversations whenever anything occurred that affected them positively or negatively. Among those segments the most positive and negative events were replayed, and causal attributions for self and for partner were collected. Results indicated that behaviors were seen as positively-motivated in those segments when spouses reported negative affect. Further, behaviors were seen as positively-motivated during conflict-resolution conversations as opposed to control conversations. Wives viewed their behaviors in negative segments as intended, indicating that they accepted responsibility for contributing to negative exchanges. Husbands in better marriages perceived their behavior in negative segments of conflict conversations as intended and negatively-motivated. Thus, self-blame may be related to satisfaction in husbands but to dissatisfaction in wives. (Author/JAC)

ED 249 420 CG 017 739

Fincham, Frank D.; Roberts, Caton
Causal Chains: Intervening Causation and Attribution of Responsibility.
PUB DATE- Aug 84
NOTE- 35p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).

ED 249 434 CG 017 753

Edwards, Patsy B.
Leisure as a Campus Developmental Resource: Two Perspectives on the Future.
PUB DATE- 19 Feb 84
NOTE- 19p.; A session co-presented at the Annual Meeting of the California Personnel and Guidance Association (San Francisco, CA, February 17-19, 1984). For the first part of the presentation, see ED 245 155.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Counseling Services, Counselor Role; Developmental Programs; Higher Education; *Leisure Education; *Leisure Time; *Student Development; Student Personnel Services

Most college students are seeking a college education to increase their money-making skills. In turn, they want to have money to buy better leisure activities. For this reason, leisure counseling should be included in college career counseling services. From a psychological perspective, leisure facilitates identification with various concepts, increases autonomy, provides mastery experiences, encourages community involvement, and encourages creativity. As work fulfills fewer individual needs, leisure will play a more important role in meeting those needs. Although some colleges and universities throughout the country are offering leisure awareness programs, leisure counseling is still an infrequent service. Steps to incorporate such a program in campus counseling services include staff development, information gathering about campus extracurricular activities, evaluation of the value and need for those activities, and the initiation of a promotional campaign. Counselors have the responsibility of promoting healthy alternatives to potentially detrimental misuses of leisure time. (This document briefly describes numerous instruments to assist counselors in identifying the leisure interests and preferences of clients, as well as research references.) (BL)

ED 249 435 CG 017 754

when the two performances were combined to determine operational level, formal subjects had significantly higher mean grades in mathematics/statistics. Significant sex x operational level and major x operational level interactions suggested that formal operations involved in the Shadow task is a positive factor for males but not for females, and that this type of formal operations may have a positive effect on mathematics grades of science/mathematics majors and a negative effect on mathematics grades of other majors. (Author/BL)

ED 249 449 CG 017 769

Panek, Paul; Sterns, Harvey

Relationship between Actual Performance and Perceived Performance across the Life Span.

PUB DATE- Aug 84

NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Age Differences; Females; Participant Satisfaction; *Performance; Prediction; *Self Evaluation (Individuals)

IDENTIFIERS- Life Span Development; *Self Efficacy

The literature on self-predictions and self-efficacy suggests that, with age, accuracy is stressed at the expense of speed in performing a psychomotor task. To investigate the relationship between self-rated performance, actual performance, and task preferences as a function of age, 175 females, ranging in age from 17 to 72 years, were placed into one of seven age groups: 17-24 years, 25-32 years, 33-40 years, 41-48 years, 49-56 years, 57-64 years, 65-72 years, and were administered a complex reaction time task. Upon completion of the task participants were administered a semantic differential on which they evaluated themselves and the task. Results indicated that at all age levels individuals were inaccurate in predicting their own performance. Further, individuals tended to evaluate the task on the basis of how well they thought they performed. These findings support the assumptions of self-efficacy theory, rather than the hypothesis that self-predictions increase with advanced age. (Author/BL)

SPONS. AGENCY- African Curriculum Organisation.
PUB DATE- 83
NOTE- 102p.; Document is marginally legible. Requirements for the Post Graduate Diploma in Curriculum Development, University of Nairobi.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Developing Nations; *Educational Policy; Federal Government; Functional Literacy; Government Role; Government School Relationship; *Illiteracy; *Literacy Education; Minimum Competencies; *Politics of Education; *Program Effectiveness; Salary Wage Differentials; Teacher Administrator Relationship
IDENTIFIERS- *Kenya

Faced with the fact that over 50% of its citizens are illerate, and recognizing the link between illiteracy, poverty, and disease, the government of Kenya, in 1963, created an adult literacy program. The program's objectives were (1) to train literacy teachers, (2) to produce materials for teaching and learning and for continuing education after literacy was achieved, and (3) to appoint officers from the Ministry for Housing and Social Services in each district, province, and division to establish adult literacy centers and to oversee the program. From the beginning the program has encountered difficulties, and a study, conducted in the Machakos District, was undertaken to evaluate its effectiveness. The study found a high percentage of untrained teachers working in the program, a lack of funds for effective supervision and coordination, irregular attendance by learners at literacy centers, poor cooperation between the district and the divisions, an irregular supply of teaching materials, the use of improper methods in teaching adults, a high dropout rate among male learners, and, especially, a great disparity in salaries among the three categories of teachers in the program. Part-time and self-help teachers handled the bulk of the instruction, yet their wages were minimal. As a consequence teacher morale was low and instruction suffered. The findings suggest that unless the ministry takes corrective measures to alleviate these problems, it is unlikely that the goals of the literacy campaign will be realized soon. (A list of recommendations and suggestions to accelerate the implementation of an effective literacy program, based on the study findings, plus appendixes that contain instruments used in the study, are included in this report.) (RBW)

ED 249 479 CS 007 811

Murphy, Sandra; Gunderson, Lee
Developmental Trends in the Use of Cues for Establishing the Identity of Referents in Written Discourse.
PUB DATE- 79
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Coherence; *Cohesion (Written Composition); Context Clues; *Determiners (Languages); *Developmental Stages; Elementary Secondary Education; Reading Comprehension; Sentence Structure; *Writing Research
IDENTIFIERS- *Reader Text Relationship; *Reading Writing Relationship

Twenty randomly selected subjects in inner city schools at grades 2, 5, 8, and 11 participated in a study that examined whether (1) the number of cohesive units produced in writing will be greater for older students than for younger subjects; (2) the use of cohesive ties in consecutive sentences (a measure of awareness of audience) will increase with age of subjects; and (3) the subjects will signal "given" information with appropriate uses of the definite article. Subjects were asked to write on three different writing tasks (narration, argument, and description) over three 45-minute writing sessions. Each of the 240 writing products was then scored for number of T-units, number of cohesive ties per T-unit, number of cohesive ties per T-unit in consecutive sentences, and the number of exophoric uses of the definite article. Results showed no significant differences in the number of cohesive ties per T-unit over the four grade levels. There was, however, a statistically significant linear relationship between grade level and cohesive ties per T-unit. Eighth grade subjects produced significantly fewer exophoric uses of the definite article than did the fifth grade subjects, while eleventh grade subjects produced significantly more than did eighth grade subjects. Further analysis of 11th grade writing products showed that they used the definite article as a rhetorical device, creating an effect of immediacy and involvement by introducing the reader to the character and the action of the story "in media res." (Author/HOD)

ED 249 494 CS 208 580

Willing, Kathlene R.; Girard, Suzanne
The Junior Computer Dictionary. 101 Useful Words and Definitions to Introduce Students to Computer Terminology.
REPORT NO.- ISBN-0-88954-302-X
PUB DATE- 84
NOTE- 67p.; For related documents, see CS 208 578-580 and ED 233 376.
AVAILABLE FROM- Highway Book Shop, Cobalt, Ontario, Canada, P0J 1C0 ($8.95, Canadian funds, includes postage and handling, 20% discount for schools and institutions, and 40% discount for book stores).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Computer Literacy; *Computers; Definitions; Dictionaries; Elementary Education; Intermediate Grades; *Microcomputers; Resource Materials; *Vocabulary Development

Suitable for children from grades four to seven, this dictionary is designed to introduce children to computer terminology at a level that they will understand and find useful. It is also suitable as a home resource for parents, for library use, and as a handbook for teachers. For each word, the first sentence of the definition contains the kernel of meaning, followed by additional explanation. The illustrations, which include diagrams, an animated computer character, and practice keyboards, extend the definitions and involve the reader. The 101 vocabulary entries were drawn from eight categories: general concepts, hardware, inner workings, commands, programs, keys, language, and communications. (HOD)

ED 249 495 CS 208 581

Bartelo, Dennise M.
Getting the Picture of Language Learning.
PUB DATE- 83
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Communication Research; Communication

Audiovisual Instruction; Authors; Diachronic Linguistics; Elementary Secondary Education; English Instruction; *Language Patterns; Music; Oral History; *Oral Language; *Regional Dialects; *Resource Materials

Designed to help teachers locate commercially available sound recordings that illustrate historical, regional, and national varieties of English, this booklet lists tapes and records under one of seven headings: (1) history of the English language, (2) historical periods of English, (3) American English, (4) modern non-American dialects, (5) voices of notable Americans, (6) authors reading their own works, (7) and regional music. The items under each heading are arranged in alphabetical order by title. Following the title is the name of the reader, editor or author, and producer, and--when it could be determined--the date of the recording. The format (record/cassette/reel-to-reel) and item number precedes the recording's approximate length in minutes. The suggested audience is mentioned at the end of the identification line. A list of producers and distributors immediately follows the bibliographic entries. Three indexes--a recording title index, a regional languages and dialects index, and a literature by author index--complete the booklet. (HOD).

ED 249 509 CS 208 602

Cronnell, Bruce

Seven Ways to Improve Spelling Instruction.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 79

NOTE- 14p.

CONTRACT- 400-80-0108

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Techniques; Educational Philosophy; Elementary Secondary Education; *Instructional Improvement; Phoneme Grapheme Correspondence; *Spelling; *Spelling Instruction; Student Improvement; Teaching Methods

Noting that students write more freely if they feel confident about their spelling, this paper offers seven practical and effective ways that teachers can help their students become better spellers.

Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Behavior Patterns; Cognitive Processes; Elementary Secondary Education; *Knowledge Level; Predictor Variables; *Writing Apprehension; Writing Difficulties; *Writing Processes; *Writing Research; *Writing Skills

Drawing upon the processing, distancing, and affective streams of writing research, a study examined the relationships among key variables in the writing of sixth through twelfth grade students: grade level, writing ability, knowledge of appropriate and inappropriate writing behaviors, and writing apprehension. Subjects, 496 students from an urban school district, completed an instrument designed to measure knowledge of appropriate writing behaviors and a writing apprehension test. Additional data were gathered from teacher ratings of student writing ability. Results indicated that students rated lowest in writing ability were less able to identify written descriptions of appropriate and inappropriate writing behavior than were high ability students. In addition, writing ability was related to emotional apprehension about the act of writing, with low ability students showing greater apprehension than high ability students. Multiple regression analysis revealed that student knowledge of appropriate and inappropriate writing behavior was a significant predictor of writing ability. (A copy of the instrument to measure student knowledge of appropriate writing behavior is appended.) (FL)

ED 249 524 CS 208 618

Matthews, Dorothy, Ed.
Orwell and Language Study.
Illinois Association of Teachers of English, Urbana.
PUB DATE- 84
NOTE- 64p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis

resumes know only what they are told. Outsiders should use this opportunity to make themselves appear to be insiders. (RBW)

ED 249 538 CS 208 641

Salter, Kay H.

Changes Real and Imagined: A Historical Examination of Secondary School Literature Teaching and Texts.

PUB DATE- 23 Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Educational Change; *Educational History; Educational Theories; *Educational Trends; *English Curriculum; *English Instruction; Influences; *Literature Appreciation; Secondary Education; Teaching Methods; United States History

An historical examination of literature teaching between the years 1897 and 1940 reveals four interest group positions that played a part in the development of literature teaching as it is known today: humanists, social efficiency educators, developmentalists, and social meliorists. During the early 1900s, those operating from an essentially humanist point of view complained that some English teachers were teaching literature simply as a mental exercise. The humanists favored teaching literature as a contribution to the improvement of the individual and for the passing on of the literary heritage. Partly because the years leading up to the twenties were so fraught with concern for efficiency and partly because of the resistance English teachers were exhibiting toward what they felt was college domination of the high school curriculum, the anthology soon replaced the individual classic as standard classroom fare. By the 1930s, however, many educators were beginning to doubt whether the subject-centered curriculum was serving the needs of students as had once been thought and advocated an approach that centered around strands of experience. This was followed by social meliorism which emphasized democratic values. Then as now, however, the most popular and persistent approach to teaching literature seems to have reflected some mixture of humanist and mental discipline emphases, by which an

Melton, Gary Warren
Television and Its News: A Discrepancy Examination.
PUB DATE- Apr 84
NOTE- 26p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 27-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Need Gratification; News Media; *News Reporting; Programing (Broadcast); *Television Research; *Television Viewing
IDENTIFIERS- *Audience Response; *Media Use

This exploratory endeavor utilized a functional discrepancy model of mass communication research to examine the audience experience with television generally and its news in particular. Specifically, gratifications sought from television in general and gratifications perceived as being obtained from television news are analyzed for a random sample of respondents. Canonical correlation and multiple regression techniques provided additional analysis capability for the survey data. Results indicated that discrepancy and gratification measures were found to have low prediction power of television news consumption. (Author)

ED 249 554 CS 504 713

Petelle, John L.; Garthright-Petelle, Kathleen
Task Characteristics, Structural Characteristics, Organizational Relationships, and Communication Processes: A Contingency Approach to Job Performance: Phase II.
PUB DATE- Nov 84
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Communication Skills; Job Skills; Models; *Organizational Communication; Organizational Development; *Organizational Effectiveness; *Performance Factors; Planning; Predictive Validity; *Predictor Variables; *Task Analysis

PUB DATE- Apr 84
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Doctoral Dissertations; Educational Administration; *Educational Research; Research Design; Research Methodology; Research Needs; Statistical Analysis; Stress Management; *Stress Variables; Theories
IDENTIFIERS- *Stress (Biological)

A systematic analysis of dissertation research on stress in educational administration, using a sample of 44 dissertations completed from 1969 to 1982, inventoried these studies' topics, evaluated their conception, design, and methodology, and synthesized their findings. It was found that the bulk of the dissertation literature has focused on the causes of stress, and while a few recent studies have examined coping strategies, other themes have been largely neglected; it was also found that principals have been much more frequently studied than other administrators. The vast majority of the dissertations were correlational studies gathering data through mail surveys; convenience samples were the rule, and most studies chose the most readily available instrument, not the most appropriate one. Although a number of significant findings can be listed, the dissertation literature has not translated these into theory. Researchers should deemphasize variables shown to be unproductive, and adopt more varied research design and more sophisticated techniques. More fundamentally, however, they must develop a common language and a more practical perspective that draws on organizational theory; their work should emphasize responses to stress. Such research will contribute to the theory of both administration and stress. (MCG)

ED 249 569 EA 017 058

White, J. Ross
Parent Participation in Decision-Making as Perceived by Parents, Teachers, Principals, and Board Members. A Summary Report.
PUB DATE- Jun 83
NOTE- 43p.; Some charts are marginally legible due to small and blurred print.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Characteristics; Administrator Responsibility; *Administrator Role; Educational Innovation; Elementary Secondary Education; Leadership Qualities; *Leadership Styles; Leadership Training; *Principals; *School Supervision; *Supervisory Methods; Teacher Administrator Relationship
IDENTIFIERS- *Change Facilitator Styles

This paper describes three paradigmatic "change facilitator styles": initiator, manager, and responder. These styles were identified through observations of principals' school improvement practices and the effects that those practices had on implementation at the classroom level. Initiators have clear, decisive long-range policies and goals that transcend but include implementation of the current innovation. Managers combine responsive behavior with initiating actions; the variations in their behavior are linked to their rapport with teachers and central office staff, and to their understanding and acceptance of a change effort. Responders focus on traditional administrative tasks, allowing teachers to take the lead in initiating change; they tend to make decisions in response to immediate circumstances, rather than in accordance with long-range goals. The Principal-Teacher Interaction Study, in which nine elementary school principals from three school districts and their staffs involved in the implementation of curriculum innovations were studied, is described. The overall conclusion of the systematic study is cited: principals did indeed carry out interventions in ways consistent with each of the three change facilitator styles previously identified. Implications of these three styles for training of principals, the planning of implementation efforts, and the monitoring of school improvement and school effectiveness efforts are discussed. (TE)

ED 249 583 EA 017 108

Barnett, Bruce; Lee, Ginny
Instructional Management Academy.
PUB DATE- Jun 84
NOTE- 6p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English

significant, far-reaching changes in education. Commercial applications of computer technology that are already causing fundamental changes in our society include robots, calculators, information storage and retrieval, "intelligent" wristwatches, cameras, and copy machines, and a proliferation of other applications. To make the best educational use of computers, teacher education is essential. Free evening courses and computer books and magazines in teachers' lounges are cheap ways to upgrade teachers' awareness of computers. A 3-level inservice model for teacher education in computers is proposed. Level 1 consists of workshops to provide teachers with basic hands-on experience; level 2 provides teachers with enough knowledge to bring students to the level of computer literacy aimed for in level 1; and level 3 consists of providing teachers with the broad knowledge of computer capabilities that they will need to fully integrate computers into the curriculum in a creative and useful manner. (TE)

ED 249 597 EA 017 122

Walker, Decker F.
The Software Problem.
PUB DATE- Jun 84
NOTE- 7p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Curriculum Development; *Economic Change; *Economic Factors; Educational Economics; *Educational Needs; Educational Trends; Elementary Secondary Education; Programing
IDENTIFIERS- *Market Analysis

This paper addresses the reasons that it is difficult to find good educational software and proposes measures for coping with this problem. The fundamental problem is a shortange of educational software that can be used as a major part of the teaching of academic subjects in elementary and secondary schools--a shortage that is both the effect and cause of insufficient market demand for more diversified educational software. Related problems include (1) the time and cost of designing and coding programs, (2) machine incompatibility, (3) software piracy, (4) locating and reviewing software, (5) competition by manufacturers for the more lucrative

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Federal Aid; *Federal Regulation; Government Role; Higher Education; Influences; Legislators; *Lobbying; *Politics of Education
IDENTIFIERS- Coalitions; Committee for Education Program; *Special Interest Groups

Educational policy decisions are political and are affected by demographic, economic, and social factors that influence policy makers. As the number of federal government programs grew from the 1960's to the 1980's, so did the number of special interest groups lobbying in Washington, District of Columbia, to promote legislation, regulations, and decisions favorable to their clientele. Education is represented by over 100 educational organizations, and the differing orientations of these groups can cause disagreements. Some groups are more political than others and have more influence, such as the National Education Association and the American Federation of Teachers. The formation of coalitions between groups can result in increased influence as this is probably the most effective way for special interest groups to have an impact on policy. One such coalition is the Committee for Education Programs, a coalition of 80 organizations. Other less broadly based coalitions work to enhance certain aid programs and others are spawned by the enactment of the aid programs themselves. The effectiveness of narrow special interest groups is evidenced by the fact most federal aid to education has been designated for specific programs or populations. In 1981 the Educational Consolidation and Improvement Act consolidated many educational aid programs into an education Block Grant and funding for other programs was reduced. However, the political environment is subject to change. Currently, education is high on the national agenda and, in fiscal year 1984, Congress added 1.2 billion dollars to the federal budget for education. (MD)

ED 249 612 EA 017 173

Curley, John R.

Problems in Determining School District Need for Hurd Aid and Alternatives to the Revenue Shortfall Approach for Determining Need.

Secondary Student Progress Implementation Plan.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board of Education Policy; Criteria; Curriculum Design; Disabilities; Evaluation; Gifted; Grading; Parent School Relationship; *Program Implementation; Secondary Education; *Secondary School Students; *Student Promotion; Student School Relationship; Talent; Underachievement
IDENTIFIERS- *District of Columbia Public Schools

The Secondary Student Progress Plan aims to provide uniform educational expectations for successful course completion and progress toward graduation beginning with grade 7 in school year 1984-85. Arranged in outline form, the plan shows the course of study for grades 7-12, guidelines for evaluating and reporting student progress, promotion requirements, and provisions made for special education students and for gifted and talented students. Procedures are enumerated for dealing with different student entry levels, and a building-level support system for underachievers and retainees is outlined. Other procedures to help students include provisions for summer school remediation and enrichment; steps for monitoring student progress; and general guidelines for course outlines, homework assignments, school and class rules and regulations; and suggested forms for letters to parents. A plan implementation training schema and a description of evaluation procedures conclude the report. The appendix contains a list of the task force members who designed the plan. (MLF)

ED 249 627 EA 017 193

Hill, Richard
Area Service Agencies for North Dakota Schools?
North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.
PUB DATE- Mar 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Education Service Centers; Elementary Secondary Education; *School District Reorganization; School Districts; State

withdraw from school because of the results of disciplinary actions; and (4) reducing the number of referrals of students adjudicated delinquent. (MLF)

ED 249 641 EA 017 207

Beers, Donald E.
School Based Management.
PUB DATE- 84
NOTE- 19p.; Paper presented at National Convention of the National Association of Elementary School Principals (New Orleans, April 12-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Elementary Secondary Education; Management Teams; *Models; Needs Assessment; *Participative Decision Making; Principals; *School Based Management; *School Organization; Staff Development
IDENTIFIERS- *Charleston County School District SC

To implement School Based Management (SBM) in Charleston County, South Carolina, the school district was reorganized to include a management team to make shared decisions on all phases of district activities. Local schools were required to develop short and long range plans that encouraged needs assessment, goal identification, strategy development, program implementation, and evaluation. Pilot programs involving 20 schools have included a local school management team made up of the principal, teachers, parents, and community support persons; training in management practices for the principals and the teams; and a liaison person who works with the school team and the district to facilitate program development. In some of the 50 schools not yet involved with SBM, other programs have begun that are consistent with the SBM philosophy, such as a building conservation incentive program and a program to reduce the number of teacher absences. (MLF)

ED 249 642 EA 017 209

studies of effective school improvement. Part B provides examples, in the form of "practice profiles" describing 47 local school improvement projects in 36 communities in 21 states. Part C catalogs three kinds of resources: (1) reading lists that describe available guides and materials; (2) a census and summary of assistance and information from 30 community education centers; and (3) one-page resource abstracts for each of 13 organizations and more than 50 resource people nationwide. Topical and geographic indexes are included, followed by two appendixes. One provides specific answers to questions on "how to measure your school's effectiveness," and the other provides resource briefs and samples of effective practices at the high school level. (TE)

ED 249 656 EA 017 250

Cox, Pat L.; Havelock, Ronald G.
External Facilitators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School Improvement.
Network of Innovative Schools, Inc., Andover, Mass.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Mar 82
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Change Agents; Educational Innovation; Elementary Secondary Education; *Federal Programs; Information Dissemination; *Linking Agents; *Outreach Programs; *Program Implementation; *Technical Assistance
IDENTIFIERS- Elementary Secondary Education Act; National Diffusion Network; *Study of Dissemination Efforts Support Sch Improv

This paper describes one component of the Study of Dissemination Efforts Supporting School Improvement, which focused on the role that external facilitators play in helping schools implement new educational practices. The first part describes the external facilitator sample (95 respondents) and delineates the major formal role groups of external facilitators included in the sample: state facilitators, developer/demonstrators, and Title I developer/demonstrators, all from the National Diffusion Network; school-based developer/demonstrators engaged in locally developed

dealt with separately, and an example of Project PASS (Positive Alternatives to School Suspension) is offered to illustrate an efficient, cost-effective approach. A list of resource manuals designed to help Florida districts identify and address issues in suspension and expulsion concludes the paper. (CL)

ED 249 670 EC 170 466

McCauley, Robert

Alternative School Programming for Behavior Disordered Children.

PUB DATE- Apr 84

NOTE- 27p.; In: Positive Alternatives to the Disciplinary Exclusion of Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders, Chapter 6; see EC 170 464.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Behavior Disorders; *Discipline; Educational Philosophy; Elementary Secondary Education; Interpersonal Competence; *Mainstreaming; *Nontraditional Education; Program Administration; Program Evaluation; Social Development; *Special Schools; *Student Placement; Transitional Programs

The paper examines the role of alternative schools in the field of special education, with particular attention given to the education of behaviorally disordered or seriously emotionally disturbed children. The paper begins with information on the history of alternative schools for this population and continues with a discussion of identification, referral, and placement. Issues of how to effect social and behavioral development in the alternative school environment are noted, including the use of student progress systems. Aversive and deprivation-based intervention approaches are considered, and guidelines are offered for their use. The component of alternative programming designed to facilitate children's return to the mainstream is discussed, as are obstacles to the evaluation of alternative programs. (CL)

ED 249 671 EC 170 467

ED 249 686 EC 170 485

Exceptional Children Status Report for 1982-1983.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
PUB DATE- 83
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Average Daily Membership; *Disabilities; *Educational Finance; Elementary Secondary Education; *Gifted; *Incidence; School Districts; *School Personnel; *State Programs
IDENTIFIERS- *North Carolina

The document represents a compilation of statistical data submitted to the North Carolina State Department of Public Instruction, Division for Exceptional Children, by the 143 local education agencies (LEAs) in the public schools of North Carolina, by the Department of Human Resources (DHR), and by the Department of Correction (DOC). The document is divided into three major sections: (1) children and services (analyzing the status of exceptional children programs statewide, by regions, and in the LEAs); (2) status of personnel and fiscal resources; and (3) status of state operated programs. Twenty-one tables and nine figures provide statistical data. Current (1982-83) data revealed that, of the 1,100,413 students reported in average daily membership (Fall, 1982) in public schools, 175,837 were identified as eligible exceptional children and were served by an LEA. An additional 2,448 students were eligible for and were provided services by DHR and DOC. The identified exceptional children in the 1982-83 North Carolina public school population. (JW) represented 16.0% of the school population. (JW)

ED 249 687 EC 170 486

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Diagnostic Teaching; Educational Diagnosis; Higher Education; *Learning Disabilities; Learning Processes; *Metacognition; Program Descriptions; *Psycholinguistics

The report describes a program directed toward the full integration of students with learning disabilities (LD) into the regular academic program of the University of Colorado at Boulder. The program features a diagnostic prescriptive model in which results of formal and informal testing are shared with students to help them develop an understanding of their learning profile. Prescriptive activities are then derived from test results, emphasizing the change from passive to active learning styles and the importance of the students' responsibility for their own learning. The diagnostic process uses error analysis and examination of learning styles, and formal testing helps the students become aware of strengths and weaknesses. A case study illustrating a student with possible deficits in auditory processing reveals how results of formal testing are used to help the student become aware of his strengths in deductive reasoning and weaknesses in short-term memory. The prescriptive phase builds upon awareness of self, of task, and of the professor. An example is provided of a student who learned to recontextualize what she had read and to develop better retrieval strategies. Evaluation of the program's results was performed on 55 students (35 students who participated in all phases of the program and 20 students who were diagnosed but did not choose to participate in prescriptive activities). (CL)

ED 249 703 EC 170 804

Silver, Archie A.
Implementation of a Program for the Prevention of Learning Disabilities.
PUB DATE- 1 Mar 84
NOTE- 27p.; Paper presented at the Annual Convention of the Association for Children and Adults with Learning Disabilities (21st, New Orleans, LA, February 28-March 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Emotional Problems; *Handicap Identification; *High Risk

(3) screening; (4) referral; (5) evaluation; (6) placement committee; (7) development of the IEP; (8) educational options; (9) administrative/delivery system; (10) preservice and inservice staff development; and (11) parent/community involvement. A section on resources and materials lists references, including journals, organizations, and books and articles. (CL)

ED 249 719 EC 170 821

Slavin, Robert E.
Effects of Cooperative Learning on Mainstreamed Academically Handicapped Children. Final Report.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 83
NOTE- 33p.; Tables may not reproduce well.
GRANT- G-00-80-01494
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperation; Individual Instruction; Intermediate Grades; *Mainstreaming; Mathematics Achievement; *Mild Disabilities; *Peer Acceptance; *Small Group Instruction; Student Attitudes; *Teamwork

Two experiments were conducted to investigate the use in mainstreamed classes of team assisted individualization (TAI), in which students work on individualized units in heterogeneous, cooperative learning groups. Team reward systems are incorporated into the small group instruction format. The effects of the TAI approach on the achievement, attitudes, and behaviors of students in general and the behavior and peer acceptance of mainstreamed academically handicapped (MAH) students were measured over 8 weeks for 504 students in grades 3-5 in experiment 1; experiment 2 assessed the mathematics achievement effects of TAI on MAH and non-handicapped students in grades 3-5 (n=1,371) over a 24-week period. Results of experiment 2 confirmed the hypothesis that achievement effects were not seen for the MAH subsample in experiment 1 because of the brief duration of the study. Over the full 24-week experiment, MAH Ss in TAI classes gained much more on the mathematics scales than did their control group counterparts. In both studies, nonhandicappped Ss also gained markedly in mathematics achievement in the TAI classes as compared to control

Massanari, Carol Byler
The Identification Through Placement Process for Mildly Handicapped Students in Middle Schools.
PUB DATE- May 84
NOTE- 337p.; Ph.D. Dissertation, University of New Mexico.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; Handicap Identification; *Mild Disabilities; *Referral; *Student Placement; *Teamwork

The study focused on the special education identification through placement procedures for mildy handicapped students in one school district in order to: (1) describe what occurred in the decision making process in relation to what was "supposed" to occur, and (2) analyze collected data to identify factors which influenced decisions. Data were collected at three middle schools by using noted observations, tape recordings of meetings, tape recorded interviews of individuals involved in the process, and collected documents. Observations revealed that procedural steps were indeed followed, but decisions were influenced by factors unaddressed or assumed in the written procedures. The underlying assumptions of the procedures did not fit the reality of the school organization. Data analysis suggested four major factors which influenced decisions in the special education identification through placement process: (1) individuals continued to be decision makers despite the requirement that groups (teams) be used for decision making; (2) school personnel had limited time available for team meetings and procedural steps were lengthy; (3) information systems did not facilitate the flow of available information; and (4) limited interventions at the regular classroom level encouraged referral and placement decisions. The study found that procedural requirements operate within organizational constraints, suggesting that human and bureaucratic influences be considered when developing or changing procedures for making decisions about prospective special education students. (Author/CL)

ED 249 736 EC 170 848

Anderson, Dana McCoy; And Others
The PLATO Mathematics Curriculum: An Annotated Bibliography for Use with Mildly Handicapped Students.

and joint activities while LSL Ss did not pay attention to the same extent. ESL Ss used signs accompanied by a sophisticated pattern of nonverbal behaviors while LSL Ss used signs in dialogues but also used many gross, sometimes exaggerated, nonverbal expressions as substitutes for formal signs. ESL Ss modified their way of communicating depending on the partner's possibilities while LSL Ss did not. Conclusions are offered regarding the importance of giving the deaf child an opportunity to acquire a language spontaneously via the visual-gestural channel. (CL)

ED 249 751 EC 170 863

Schirmer, Barbara R.
An Analysis of the Language Development of Hearing Impaired Children.
PUB DATE- 25 Apr 84
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Deafness; *Hearing Impairments; *Language Acquisition; Language Skills; Preschool Education; Semantics; Syntax

The study describes the language acquisition of 20 young severely to profoundly hearing impaired children (3-5 years old). Ss were videotaped for 1 hour interacting individually with the investigator while using stimulus materials. Each of the four analysis methods (five stages of language acquisition by R. Brown, plan for language development goals by L. Bloom and M. Lahey, developmental sentence analyses by L. Lee, and phases of functional language by M. Halliday) measured at least one component of language--syntax, semantics, or use. The results showed that the Ss were acquiring language using the same semantic categories, syntactic forms, and functional uses as normally developing children but at later chronological ages. All of the analyses gave evidence for the conclusion that the hearing impaired Ss were developing a rule system consistent with patterns of normal language acquisition. Therefore, their language could best be described as delayed. (Author/CL)

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 43p.
CONTRACT- 300-83-0159
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; *Black Education; Curriculum Development; Educationally Disadvantaged; Educational Mobility; Educational Needs; Employer Attitudes; Higher Education; Participant Satisfaction; Program Effectiveness; *Program Improvement; *Success; *Vocational Education
IDENTIFIERS- *Virginia State University

This paper reviews and describes the characteristics of successful vocational education programs at Virginia State University. (The paper is aimed at developing institutions and historically black colleges, as well as at vocational educators and administrators who are especially concerned with program improvement.) Virginia State University is a developing institution and historically black college fulfilling its role as one of the two land-grant institutions in the state. The vocational education programs at Virginia State University began on a small scale, but have thrived and grown through the years in spite of many handicaps. The programs now serve the educational needs of the state, nation, and some international areas. The undergraduate vocational education programs include agricultural education, business education, home economics education, industrial arts education, industrial technology, and trade and industrial education. Each of these areas, with the exception of industrial technology, has a graduate counterpart offering master's degrees, and one post-master's degree is also offered (in vocational/technical education). The vocational education programs at the university offer opportunities for success to students with enriched educational backgrounds and to those with some deficiencies because of inadequate prior preparation. (Author/KC)

ED 249 353 CE 039 759

McGhee, Max B.; Cheek, Jimmy G.
Assessment of Competencies Possessed by Students Enrolled in the Fundamentals of Agribusiness and Natural Resources Occupations Program. A Report of Research.

ED 249 365 CE 039 784

Glidden, William C.; And Others
The Coast Guard's CAI Approach to Basic Math and Reading Skills.
PUB DATE- Nov 84
NOTE- 22p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; *Computer Assisted Instruction; Educational Benefits; Educational Needs; Educational Objectives; Educational Practices; Instructional Development; *Mathematics Skills; Military Personnel; *Military Training; Postsecondary Education; Program Content; Program Development; Program Effectiveness; *Reading Skills; *Remedial Instruction; Teaching Methods
IDENTIFIERS- *Basic Educational Enrichment Program; Coast Guard; PLATO

To meet the remedial-instructional needs of its recruits, the Coast Guard developed a basic skills program, entitled the Basic Educational Enrichment Program (BEEP), at its recruit training center in Cape May, New Jersey. Objectives of the program were to ensure that all graduates of Coast Guard recruit training possess at least eighth-grade reading and math skills and to reduce the attrition at class "A" schools by enhancing the basic skills of marginally qualified entrants. The training program, which involved the integration of the Control Data PLATO basic skills curricula computer-assisted instruction with Navy-developed conventional materials, provided students with drill and practice, individualized instruction, tutoring, and group presentations--all focused on the individual needs of the students. While it is too early to claim complete success for the program, the instructional strategies employed in the program seem promising; the scores of the 287 students participating in the program thus far showed an overall increase of 6.8 percentage points on the Armed Forces Vocational Aptitude Battery (ASVAB) verbal and arithmetic sections over the mean scores on the test for the preceding year. The Coast Guard will continue to monitor the long-term success of BEEP program participants with respect to success in class "A" school, job performance, rate of reenlistment, and rate of advancement. (MN)

This instructor's manual consists of materials for use in presenting a course in the occupational area of dietary aide. Included in the first part of the guide are a program master sequence; a master listing of instructional materials, equipment, and supplies; an overview of the competency-based vocational education (CBVE) system and guidelines and strategies for addressing students with special needs. The major part of the publication comprises instructor's guide sheets, master copies of the instructor's final checklist, master copies of the check-out activity sheets, answer keys for the check-out activity sheets, a listing of recommended references for the dietary aide modules, and student modules. Provided in the student modules are learning activities, instruction sheets, and self-check activities dealing with the following topics: learning about dietary careers, learning dietary terminology, serving the patient, preparing patient trays, and preparing dietary supplements. (MN)

ED 249 378 CE 039 825

Cave, Julie; And Others
Health Services: Clinical. Medical Laboratory Aide. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 114p.; For related documents, see CE 039 821, CE 039 823, CE 039 827 and CE 039 829.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Classroom Techniques; *Competency Based Education; *Diagnostic Tests; Employment Opportunities; Health Services; Instructional Materials; *Laboratory Procedures; Learning Modules; Lesson Plans; *Medical Laboratory Assistants; Medical Services; *Medical Vocabulary; Postsecondary Education; State Curriculum Guides; Student Needs; Teaching Methods
IDENTIFIERS- Blood Tests; Kentucky; Special Needs Students; Urinalysis

This instructors manual consists of materials for use in presenting

Environmental Control Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

Kentucky State Dept. of Education, Frankfort.

PUB DATE- 83

NOTE- 66p.

AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601. (A slide-tape presentation is available to accompany this document.)

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Air Pollution; Behavioral Objectives; Career Education; *Career Exploration; Competency Based Education; Course Descriptions; *Environmental Education; *Environmental Technicians; Junior High Schools; Learning Activities; *Practical Arts; *Sanitation; Secondary Education; Service Occupations; Service Workers; State Curriculum Guides; Student Evaluation; Teaching Guides; Vocational Education; Water Pollution

IDENTIFIERS- *Environmental Control; Kentucky; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in environmental control occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of environmental control occupations, an overview of the competency-based instructional system for practical arts, and narration for a slide-tape presentation. The instructor's guide to the learning activities contains guide sheets for each task assignment sheet; these sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include a vocabulary listing, a list of practical arts videotapes, a list of references appropriate for career exploration, and ideas for addressing students with special needs. The six student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for four families of environmental control occupations: land, water, disposal, and air. (YLB)

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 82
NOTE- 52p.; For related documents, see CE 039 866-871.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Individualized Instruction; Instructional Materials; Job Skills; Occupational Information; Office Occupations Education; *Office Practice; Postsecondary Education; *Secretaries; *Simulation; *Typewriting

This employee's manual is part of a position simulation for use in an office applications laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to learn the tasks and duties performed by a legal secretary. Contents include information about the company, a job description for a legal secretary in the company, office rules and regulations (office procedures), a company organizational chart, lists of required supplies and forms, information on employee/student evaluation, evaluation sheet, a list of personal qualities of a good legal secretary, and a glossary. Representative samples of work completed by a legal secretary are attached, including a complaint, subpoena, power of attorney, complaint for divorce, deposition, notice of lis pendens, last will and testament, garnishment, retainer agreement, warranty deed, quit-claim deed, client work sheet, request for hearing, balance sheet, income statement, and capital statement. (YLB)

ED 249 405 CE 039 868

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 1. Office Occupations.
Georgia State Univ., Atlanta.; Macon Area Vocational-Technical School, GA.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 82
NOTE- 35p.; For Student Packets 2-4, see CE 039 866-871.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Antisocial Behavior; *Attribution Theory; Cognitive Ability; College Students; Higher Education; *Responsibility
IDENTIFIERS- *Situational Variables

Although an event is normally perceived and understood in terms of its location within a temporally ordered network of interconnected causes and effects, there is little data regarding the principles people use in tracing causality for an outcome through immediate, proximal events to prior, distal events. To investigate: (1) the conditions under which the proximal cause of an event affects judgments of a distal cause; (2) the capacities persons need to be held responsible for their actions; and (3) the relationship between judgments of causation, blame, and restitution, subjects (N=144) read about situations in which an initial act, in combination with a later behavior by a second person, produced harm. The age and mental state of the second person were varied. Subjects then answered a series of questions about both the first and second protagonist. Results showed that cause and blame assigned to the initial action were greater when the second person was a child or mentally disturbed, as compared to a sane adult. Causal and moral responsibility were related to the understanding, reasoning capacity, and ability to control behavior of the person judged. Finally, support was obtained for an entailment model of the relations between judgments of causation, blame, and restitution. (Author/JAC)

ED 249 421 CG 017 740

Levitt, Mary J.; And Others
Social Support and Well-Being in an At-Risk Elderly Population.
PUB DATE- Oct 83
NOTE- 19p.; Paper presented as part of a symposium at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 17-22, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Depression (Psychology); *High Risk Persons; Interpersonal Relationship; Locus of Control; *Older Adults;

Kerr, Douglas M.

Changing Schools to Prevent Delinquency.

PUB DATE- Aug 84

NOTE- 47p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

AVAILABLE FROM- University of Washington, Center for Law and Justice, JD-45, Seattle, WA 98195 ($4.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Attitude Change; *Change Strategies; *Delinquency Prevention; *Educational Change; Elementary Secondary Education; Program Attitudes; Public Schools; School Activities; *School Role; Social Psychology

IDENTIFIERS- Community Psychology

Although community psychologists and prevention specialists view schools as the ideal vehicle for delinquency programs for children, few examples of effective school-based prevention programs are available. Delinquency prevention program developers view common school practices as contributing causes of delinquency, making school change a major target of prevention efforts. This paper discusses the issues in implementing and sustaining organizational change in schools to prevent delinquency. The first step in school change is to analyze the social system of the school by reviewing the school's program and change process, principal leadership and teacher involvement, and program integrity and adaptation. The second step is to analyze program implementation in regard to these basic issues of organizational change. A brief outline is presented of the history and program of the Delinquency Prevention Research and Development Project. Actual problems faced in managing prevention programs are discussed. Anecdotal evidence from experience with prevention efforts in seven cities in the United States is presented for the purpose of clarifying the basic dilemmas of changing schools to prevent delinquency. Conclusions from these attempts to change the social conditions of schools are offered, showing that until the means of effectively implementing prevention programs in schools can be derived, the potential for school-based prevention will remain unrealized. (Author/BL)

ED 249 450 CG 017 770

Hawley, Richard A.
A School Answers Back: Responding to Student Drug Use.
American Council for Drug Education, Rockville, MD.
REPORT NO.- ISBN-942348-14-1
PUB DATE- 84
NOTE- 158p.
AVAILABLE FROM- American Council for Drug Education, 6193 Executive Blvd., Rockville, MD 20852 ($6.75, postage included).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Drug Education; *Drug Use; Elementary Secondary Education; Family School Relationship; *Parent Role; Prevention; Program Design; School Activities; *School Role

This book is written for school staff, parents, and others interested in confronting and reversing the use of drugs by developing children. The book is presented in two parts, "The Concept," and "A Story." "The Concept" presents a program blueprint for schools which either are starting a drug education program or augmenting an existing one. Information is given on problem identification, faculty role, staff training, school-family relationship, treatment, role of recovering users, rules and discipline, prevention, and parent awareness networks. "A Story" recounts the author's own experience in acknowledging and responding to the drug problem at University School in Cleveland, Ohio. The setting, the experiment, understanding student drug use, the response to the problem, and bright signs are discussed. A list of booklets available from the American Council for Drug Education completes the book. (BL)

ED 249 451 CG 017 771

Smith, Nancy J.
The Word Processing Approach to Language Experience.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Course Descriptions; Elementary Education; Higher Education; *Language Experience Approach; Microcomputers; *Reading Instruction; Teaching Methods; *Word Processing; *Writing Instruction
IDENTIFIERS- *Reading Writing Relationship; *Theory Practice Relationship

A major topic of interest for teachers participating in a graduate course in reading and computers was the application of word processing to facilitate reading and writing instruction. The course strategy for learning about computers and reading and writing instruction involved identifying helpful articles for theoretical background and practical suggestions, then trying out that knowledge with some learners. The articles the class identified as being most helpful seemed to do one of three things: (1) help the class understand why the reading/writing approach or language experience approach (LEA) should be part of the instructional program, (2) persuade the class that such an approach could be accomplished, or (3) show the class how to go about implementing the approach. The teachers' enthusiasm generated by reading the articles was increased by attempting the word processing/LEA with students. The process, which was highly motivational for both teachers and students, begins with children dictating stories as the teacher enters them on the computer, then gradually allowing students to write the stories themselves. The concensus of the class was that if a microcomputer is available to teachers of reading or writing, word processing is a necessity. (HTH)

ED 249 466 CS 007 790

Hall, Cherlyn
Reading in Secondary Mathematics: Problems, Suggestions, Sources.
PUB DATE- 23 Aug 84
NOTE- 121p.; Master's Thesis, William and Mary University.

ED 249 480 CS 007 812

Hodges, Carol
Curriculum Evaluation and Change in Reading: Soaring to New Horizons.
PUB DATE- Nov 84
NOTE- 15p.; Paper presented at the Annual Meeting of the New York State Reading Association (18th, Kiamesha Lake, NY, November 6-11, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; Decision Making; Educational Objectives; Elementary Secondary Education; *Needs Assessment; *Planning; *Program Development; Program Effectiveness; *Reading Programs; Reading Skills; Resource Materials; Student Needs; *Teacher Role

In planning any new reading program, teachers should know exactly what they want to accomplish. This requires careful identification of overall goals and objectives. During this first step in planning, all of the teachers who will be affected by the program should submit lists of the reading skills that they believe are pertinent at their grade level. After several rounds of revisions, the teachers are likely to produce a scope and sequence of skills that leave no doubt about the placement of skills at various grade levels and fit the needs of the students. Next, student observation, formal assessments, and interviews with parents,teachers, and students should be used to gather information about students' needs. The third step involves instructional procedures--all of the decisions relating to how to teach once a decision has been made about what to teach. Finally, the program planner needs to make available to teachers a variety of resource materials, extending beyond the basal series to include paperback supplements and teacher-made materials. By taking into consideration all of these components and by helping the teachers feel a sense of ownership in all aspects of the planning, a reading program can be developed to address the cognitive and affective needs of students. (HOD)

Skills; Developmental Stages; *Freehand Drawing; Grade 1; Integrated Activities; *Language Acquisition; *Language Processing; *Language Research; Language Usage; Limited English Speaking; Primary Education; Teacher Student Relationship
IDENTIFIERS- Protocol Analysis

Suggesting that perhaps teachers have been overlooking the role of drawing in children's communication development by concentrating on the verbal aspects of language, this paper discusses aspects of verbal and graphic language and looks at the interrelationships between these elements in the process of communication. Selected picture stories of a set of first grade twins with limited English proficiency provide the context for the exploration of children's meaning construction. The paper examines children's picture stories by (1) documenting graphic language as it occurs in the process of communication, (2) tracing the interrelationships of drawing/reading, talking/listening, and writing/reading as children interact with print in a tutoring session, and (3) analyzing children's meaning construction from an "in process" rather than a "product" perspective. The children's picture stories and transcripts of the tutoring sessions are included. (HTH)

ED 249 496 CS 208 586

Milner, Joseph O.
Writing Stages: A Developmental Hierarchy.
PUB DATE- Nov 83
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Cognitive Development; Cognitive Structures; *Developmental Stages; *Educational Theories; Elementary Secondary Education; *Models; Rhetoric; *Writing (Composition)
IDENTIFIERS- *Discourse Modes; *Piagetian Theory

The developmental stages of writing can be related to Jean Piaget's final three stages of development (preoperational, concrete operational, and formal operational) and to the narrative, descriptive, explanative, analytical, and artistic rhetorical modes. As the child enters kindergarten or the first grade, The suggestions offered are as follows: (1) teach students that English spelling is systematic; (2) teach students which spellings are predictable; (3) teach students which spellings are not predictable, but are common; (4) teach students how to use a dictionary to find the spellings of words with unpredictable but common spellings; (5) teach students how to spell useful but irregularly spelled words; (6) teach students how to spell affixes and how to use affixation rules; and (7) provide students with appropriate spelling practice. The suggestions are suitable for use in conjunction with published spelling textbooks or with teacher-made materials and can be used with the whole class, small groups or individuals. Examples are included with each suggestion. (HTH)

ED 249 510 CS 208 603

Eblen, Charlene

Peter Elbow's "Believing Game": A Focus for a Writing Conference.

PUB DATE- Mar 84

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Games; Group Discussion; Group Experience; Inservice Teacher Education; Listening; Positive Reinforcement; *Reading Aloud to Others; Secondary Education; *Sensitivity Training; *Teacher Role; *Teacher Student Relationship; *Teaching Methods; Writing Improvement; *Writing Instruction

IDENTIFIERS- Elbow (Peter); *Teacher Student Conferences

One way to help the solitary student shape his or her ideas in writing is to arrange for the high school writing teacher to practice Peter Elbow's "believing game." This can be accomplished through a conference in which teachers bring drafts of some piece of writing they would like to work on. The heart of the conference begins as the teachers, working in small groups, introduce themselves and comment about some past writing experience. Each writer then takes a turn reading his or her writing aloud while the others in the small group listen. The goal is to share perceptions about the writing, not to decide that one response is better or

Products (071)
DESCRIPTORS- Critical Reading; Elementary Secondary Education; *English Instruction; Higher Education; *Language Usage; *Literary History; Literature; *Literature Appreciation; Politics; Vocabulary Development
IDENTIFIERS- *1984 (Title); Doublespeak; Illinois; *Orwell (George)

Commemorating the end of George Orwell's year, 1984, the majority of articles in this journal issue are devoted to some aspect of language. The first article alerts teachers to the need for a critical examination of Orwell's underlying assumptions about language change in "Politics and the English Language." The next five articles deal with aspects of language in relation to the novel "1984," and all offer practical and helpful suggestions for raising student awareness of political uses of language (distortions of logic, verbal deceptions, use of doublespeak, and so on). An article from the ERIC Clearinghouse on Reading and Communication Skills dealing with vocabulary is included for its value to language arts teachers in the elementary school. The sixth article deals with the autobiographical aspects of "Down and Out in Paris and London," and the remaining two articles discuss the literary heritage of the state of Illinois. (HTH)

ED 249 525 CS 208 619

Kravetz, Nathan
Pedagogy and Children's Literature: Amity or Hostility? An Examination of Education and the Literary Arts.
PUB DATE- Aug 84
NOTE- 18p.; Paper presented at the International Congress of the International Federation for Modern Languages and Literatures (16th, Budapest, Hungary, August 22-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *English Instruction; *Literature Appreciation; Preschool Education; Reading Habits; Reading Interests; *Student Attitudes; Teaching Methods

Preschool children experience literature early on through nursery rhymes, being read to, and tales told by parents and grandparents. This introduction to the literature of a child's culture, family, and times should be a most comfortable experience. On reaching essentially undefined subject such as English could be made to appear more concrete and useful in the eyes of an ever skeptical public. (HOD)

ED 249 539 CS 504 695

Konsky, Catherine
Practical Guide to Development and Administration of an Internship Program: Issues, Procedures, Forms.
PUB DATE- 76
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Education Work Relationship; Experiential Learning; Higher Education; *Internship Programs; Program Administration; Program Development; *Speech Communication

Noting that little systematic attention has been devoted to research on the development, administration, and effects of a student internship program in speech communication, this practical guide to internships describes how to develop and administer such a program. The first part of the guide deals with preliminary considerations, including definition of terms, internship coordinators, faculty and agency supervisors, and program objectives and internship models. The second section of the guide discusses procedures and issues, including the application and recommendation process, the syllabus, and supervision and evaluation. Appendixes contain application and evaluation forms. (HTH)

ED 249 540 CS 504 696

Lewis, Peter M., Ed.
Media for People in Cities: A Study of Community Media in the Urban Context.
United Nations Educational, Scientific, and Cultural Organization,

A study examined a contingency model involving the factors of task characteristics, structural characteristics, organizational relationships, and communication processes and their respective components in regard to their relationships to job performance and their ability to predict job performance. Data were gathered from approximately 190 members of 28 different task units within a state service-regulatory agency. Supervisors of each unit completed a questionnaire concerning task uncertainty, interdependence, standardization, formalization, autonomy, and centralization. Results indicated that the most important communication processes subcomponent correlating with performance was quality of information processed. The three organizational relationships of coworkers, supervisors, and upper middle management significantly correlated with the communication process variable of action taken on processed information. Interrelationships between organizational structure and task characteristics were found among the variables of interdependency, formalization, and standardization, while a negative correlation was found between information received and centralization. A post hoc regression analysis revealed that the factor of organizational relationships and one subcomponent of structural characteristics--autonomy--were the best predictors of job performance. (Author/FL)

ED 249 555 CS 504 714

Hellweg, Susan A.
Political Debate Formats: A State-of-the-Art Review.
PUB DATE- Nov 82
NOTE- 47p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; Conflict; *Conflict Resolution; *Debate; *Discourse Analysis; *Elections; *Persuasive Discourse; Political Influences; Politics; Public Speaking; Speech Communication; Speech Skills
IDENTIFIERS- *Debate Formats; *Political Communication; Presidential Debates

To examine political debate formats with regard to past usage and

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizen Participation; *Community Control; Community Cooperation; Community Surveys; Cooperative Planning; Elementary Secondary Education; Foreign Countries; National Surveys; *Parent Participation; Parent Role; *Parent School Relationship; *Participative Decision Making; Public Opinion; Public Relations; Questionnaires; *School Community Relationship; School Support
IDENTIFIERS- *British Columbia (Nanaimo); Canada; Gallup Poll

This paper presents the major findings from a survey on parent participation in decision-making that was distributed to school administrators, trustees, and a random selection of teachers and parents at School District #68 in Nanaimo, British Columbia. The study was designed to explore means of facilitating partnership between parents and schools in the current sociological and technological context. Color-coded questionnaire forms were distributed to parents, teachers, administrators, and trustees, with questions relating to (1) general identifying information, (2) school community relations, (3) instructional services, (4) personnel, and (5) "free response." General findings are reported for each group surveyed, and tables are provided that show statistical profiles of respondents in relation to questionnaire items. Twelve of the questions asked were similar to those on a 1979 Gallup poll, so results of that poll throughout Canada and in British Columbia are compared with these survey results. Twelve implications are derived from the study as a whole, suggesting that parental involvement in schools is favorably regarded but requires careful planning and cooperation by all groups involved. (TE)

ED 249 570 EA 017 059

A Self-Directed Program for Developing Teacher and Administrator Evaluation Procedures.
National Study of School Evaluation, Arlington, Va.
PUB DATE- 84
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Evaluation; Decision Making; Elementary Secondary Education; *Guidelines; Inservice Education; *Job

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Evaluation; Administrator Role; Elementary Secondary Education; *Leadership Training; *Management Development; Peer Evaluation; *Principals; *Professional Development; Program Guides; School Supervision; *Supervisory Training
IDENTIFIERS- Far West Laboratory for Educational R and D CA

This paper briefly describes the rationale, aims, and proposed activities of an instructional management academy conducted by the Instructional Management Program at Far West Laboratory. The first academy, conducted during the 1983-1984 school year, allowed participating principals to analyze their management behavior, receive support and insight from working with colleagues, and learn what other principals were doing in their schools. A schedule of activities proposed for each of six future academy meetings are presented. These activities include "shadowing" others' actions, reflective interviews with partners, group discussion, identification of themes, preliminary models, and a final model formulated by consensus, showing connections between the school context, management behaviors, and student outcomes. Information is also provided on time commitment expectations and follow-up efforts. A diagram of school organiztion and management interaction is included. (TE)

ED 249 584 EA 017 109

Berliner, David
Research and Teacher Effectiveness.
PUB DATE- Jun 84
NOTE- 19p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Curriculum Development; *Educational Objectives; Educational Strategies; Elementary Secondary Education; Outcomes of Education; Pacing; Principals; *Research Utilization; *School Effectiveness; Teacher Administrator Relationship; *Teacher Effectiveness; Testing; *Time Factors (Learning); Time Management
IDENTIFIERS- Academic Learning Time; Allocated Time; Engaged Time

This paper presents one researcher's premise that the most home market rather than for schools, and (6) problems in integrating software into a classroom's other activities. Because the software problem is primarily economic, the principal solution is to provide economic incentives for educational software development. These include government and private funding of software projects, collaborative contracts between software firms and educators, and wise purchasing decisions to help shape the course of production and innovation. Curriculum design should incorporate highly adaptable generalized programs, and teachers can develop their own educational software. The problem will be mitigated only as more organizations invest more in developing good educational software. (TE)

ED 249 598 EA 017 123

Linn, M. C.; Fisher, C. W.

The Gap between Promise and Reality in Computer Education: Planning a Response.

PUB DATE- Jun 84

NOTE- 21p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cognitive Development; *Computer Assisted Instruction; Computer Oriented Programs; *Computers; Computer Software; *Curriculum Development; Elementary Secondary Education; Inservice Teacher Education; *Microcomputers; *Planning; *Program Development

IDENTIFIERS- Computer Anxiety; Computer Uses in Education

This paper identifies several reasons for the gap between the possible instructional uses of computers and their actual use in classrooms and discusses considerations in planning programs which will bring computer education closer to its envisioned promise. The Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL) project is briefly described and six key features which distinguish the computer as a facilitator of cognitive skills (interactiveness, precision, consistency, challenge, complexity, and provision for multiple solutions) are presented based on the project's preliminary investigations. Impediments to effective planning for computer education are also discussed. These include (1) lack of control of hardware decisions; (2) lack of available, effective educational software; (3) lack of adequate computer-based

SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Jul 83
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Assessed Valuation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Property Taxes; *School District Size; *School District Spending; State Aid; *State School District Relationship; Tables (Data); Tax Effort; Teacher Student Ratio
IDENTIFIERS- Hurd v City of Buffalo; *New York; *School District Wealth

In New York State there is an uneven distribution of wealth and an unequal tax burden among the small city school districts. Because of the tax limits and rising costs for goods and services, many of these school districts have found it difficult to support their educational programs without emergency aid from the state. Such aid is frequently referred to as Hurd Aid because of a 1974 court decision (Hurd v. City of Buffalo), in which the practice of excluding employee benefit costs from the tax limitations was invalidated. The purpose of this paper is to point out some problems in the revenue shortfall approach in identifying the need for Hurd Aid, to explain some of the complexity of school expenditures and revenues, and to suggest other approaches in analyzing the need for Hurd Aid. Three tables illustrate the uneven wealth among the school districts and their relative rankings in their respective counties by operating expenditures and wealth measures. Among specific recommendations for an aid program to small city school districts are that districts demonstrating a tax effort at least equal to the county or regional average tax effort and that have a pupil/staff ratio below the county or regional average should receive a grant to expand educational opportunities for pupils. A glossary is attached. (MLF)

ED 249 613 EA 017 174

Graves, Ben E.
A High School for the 21st Century.
PUB DATE- Sep 84
NOTE- 11p.; Paper presented at the Annual International Conference of the Council of Educational Facility Planners, International (61st, Toronto, Ontario, September 8-12, 1984).

School District Relationship; *Superintendents
IDENTIFIERS- *North Dakota

Area service agencies have been structured in many states to enhance service while preserving local school districts. A variety of patterns of cooperation have developed. In North Dakota a study team considered issues, based on the organizational and financial characteristics of existing area service agencies, about the organization of the proposed state service district. A series of recommendations were made for a district financed both by state appropriations and local contracts and performing state functions while responding to local needs. Among the remaining issues and questions considered are the appropriate number of agencies, whether the agencies should have taxing authority, what tasks properly remain at the county level, and problems of transition that include discontinuing the county superintendency in 1989. The appendixes contain an outline of recommendations and a table illustrating the percentage of superintendents interested in various services. (MLF)

ED 249 628 EA 017 194

Valle, Victor M.
Management Training in Educational Systems.
PUB DATE- Mar 84
NOTE- 39p.; Paper prepared for the World Congress of the World Council of Comparative Education Societies (5th, Paris, France, July 2-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Translations (170) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administration; Definitions; *Educational Administration; Elementary Secondary Education; Humanism; Influences; *Literature Reviews; *Management Development; Models; Program Development; Research Needs; Research Reports; Training Methods; Training Objectives
IDENTIFIERS- Latin America

The purpose of this paper is to provide a theoretical and experiential background for a better approach to the question "What are the learning needs in management training for personnel working at the management level within ministries of education?" The paper reviews the literature on management training for personnel working in educational systems, with some specific consideration of

Action Goals of the Utah State Board of Education, Commencing in 1984.

Utah State Board of Education, Salt Lake City.

PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *Boards of Education; *Change Strategies; Curriculum Development; Educational Change; *Educational Improvement; *Educational Objectives; Educational Quality; Elementary Secondary Education; Incentives; Productivity; *School Effectiveness; Teacher Education; Teacher Improvement; Teacher Salaries; Teaching (Occupation); Vocational Education
IDENTIFIERS- Excellence in Education; *Utah

Following consideration of many reports on the status of public education, the Utah State Board of Education announces its commitment to the reform of the content, processes, and standards of public education in Utah. The board sets as its primary goals the attainment of excellence in education and the improvement of productivity. The reform will be directed initially toward key recommendations outlined in the following five areas: (1) curriculum reform, (2) enhancing teaching as a profession, (3) improved planning for vocational-technical education, (4) utilization of physical resources, and (5) public and parental involvement in decision-making. (MLF)

ED 249 643 EA 017 210

Teachers and Principals: May 1984. ERS Educator Opinion Poll. Reporting the Opinions, Status, and Experiences of American Public School Educators.

Educational Research Service, Arlington, Va.

PUB DATE- Sep 84
NOTE- 94p.
AVAILABLE FROM- Education Research Service, Inc., Publications Sales, 1800 North Kent Street, Arlington, VA 22209 (Stock No. 226-00001; $26.00).
LANGUAGE- English
Document Not Available from EDRS.

projects (with ESEA Title IV-C funding); and state-administered developer/demonstrators. A brief discussion ensues concerning respondents' perceptions of their initial contact with schools. This is followed by a description of the kinds of assistance external facilitators gave to the schools, categorized according to the five stages of the adoption/implementation process: (1) intiating relationships, (2) assisting clients in deciding on new practices, (3) assisting clients in preparing for adoption, (4) assisting clients in implementing practices, and (5) followup activities. The last section concerns the effects of external agent assistance on local site outcomes in individually focused and school-focused models developed in the study. (TE)

ED 249 657 EA 017 252

Loucks, Susan F.; Crandall, David P.
The Practice Profile: An All Purpose Tool for Program Communication, Staff Development, Evaluation and Improvement.
Network of Innovative Schools, Inc., Andover, Mass.
PUB DATE- Jan 82
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Formative Evaluation; Program Administration; *Program Content; *Program Descriptions; Program Design; *Program Development; Program Effectiveness; *Program Evaluation; Program Guides; Program Implementation; Program Improvement; *Research Tools
IDENTIFIERS- *Practice Profiles

The practice profile is a standardized, systematic, cost-effective tool for summarizing the components and requirements of a program in a manner that permits comparison with other programs or selection of discrete components from various programs. It provides a component checklist, a precise list of implementation requirements, and a system for assessing practice characteristics such as complexity, purpose, and prescriptiveness. These three parts--component checklist, implementation requirements, and practice characteristics--are described in detail, with

Grosenick, Judith, Ed.; And Others
Reflections on Deviance in 1984: Selected Papers from the 1984 Midwest Symposium in Behavior Disorders. National Needs Analysis in Behavior Disorders.
Missouri Univ., Columbia. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- May 84
NOTE- 70p.; Produced as part of the Project on National Needs Analysis/Leadership Training in Behavior Disorders. Papers presented at the Annual Midwest Symposium for Leadership in Behavior Disorders (2nd, Kansas City, MO, February 1984).
GRANT- G008101817
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - General (020)
DESCRIPTORS- *Behavior Disorders; Cultural Context; Elementary Secondary Education; Ethics; *Family Relationship; *Government Role; *Handicap Identification; Moral Issues; *Moral Values; Student Evaluation
IDENTIFIERS- *Orwell (George)

Three papers from a symposium on "Reflections on Deviance in 1984" are presented with particular emphasis on educational programs for behavior disordered students. An initial paper by James A. and Robert H. Zabel entitled "Reflections on Deviance in Nineteen Eighty-Four: A Conversation with 'George Orwell'," presents a simulated conversation with George Orwell who discusses life experiences leading to his views on deviance, predictions in his novel, "Nineteen Eighty-Four," and differences between psychoanalytic and behavioral views of deviance. In the second paper, "Behavior Disorders and the Family in 1984," Roger Kroth discusses the changing structures of American families, reviews recent work on families of exceptional children, and urges professionals to rethink their positions on working with parents. A final paper, "Saving Children in the Age of Big Brother: Moral and Ethical Issues in the Identification of Deviance," by James M. Kauffman, raises concern over adhering to legal mandates as the highest ethical standards, illustrates moral and ethical issues in a hypothetical case study, and emphasizes the importance of viewing the total picture. (CL)

ED 249 672 EC 170 468

Cullari, Salvatore S.; Redmon, William K.
Preventing the Institutionalization of Developmentally Disabled Persons.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Community Services; Decision Making; *Deinstitutionalization (of Disabled); *Developmental Disabilities; *Family Environment; Family Problems; Institutional Environment; Institutionalized Persons; *Placement

In order to determine what support services may prevent or delay institutionalization of developmentally disabled (DD) children, 128 families with DD children under age 5 and living at home were interviewed concerning currently received and recommended support services. In addition, 52 families with institutionalized DD children (of all ages) completed a questionnaire focusing on major reasons for placement and services that, had they been available, may have prevented institutionalization. The majority of parents with DD children living at home reported satisfaction with support services received and 95% had no immediate plans to place their child outside the home. Essential support services cited by parents included infant screening and diagnosis, early intervention (for children below age 3), day programming, and a parent support system. Sixty percent of parents who placed their DD children outside the home indicated that no additional support services would have prevented or delayed such placement. The three major reasons for placement (in order of frequency) were physical size of child, behavior problems, and adverse effect on family or other siblings. The need for support services directed toward family members and toward older DD children was cited. (JW)

ED 249 688 EC 170 487

Crosby, Helen Mae
The Effectiveness of the Instructional Use of Computers for Students with Mild Learning Problems: A Review of the Literature and Research.
PUB DATE- 83
NOTE- 24p.; Concepts and Issues Paper, University of Illinois at Urbana-Champaign.

Persons; Intervention; Kindergarten; *Learning Disabilities; *Prevention; *Screening Tests

The paper describes Florida's SEARCH and TEACH program designed to prevent learning disabilities and their emotional consequences in children. SEARCH, a scanning test to identify kindergarten children at risk for problems with academic learning, is based upon the importance of age appropriate functions of spatial orientation and temporal organization for later language arts and reading. Ten subtests of SEARCH assess functioning in visual spatial orientation, visual-motor function, and in body image orientation as seen in right-left discrimination, finger-gnosis, and praxis. Auditory sequencing and discrimination are also measured, along with intermodal integration of these functions. Test norms (including development of local norms) and interpretation are discussed as are administration aspects. The TEACH component features 55 tasks designed to train out the deficits uncovered by SEARCH; these tasks are organized in five clusters: visual, visual-motor, auditory, body image, and intermodal tasks. The tasks are arranged in a developmental sequence of increasing difficulty and participants are trained in those areas in which they have difficulty. Problems in implementing the TEACH program are described and solutions, such as the use of trained aides, group techniques, and alternative organizations (transitional programs and resource rooms), are outlined. (CL)

ED 249 704 EC 170 805

Whitman, Robert
Estate Planning for Parents of a Learning Disabled Child.
PUB DATE- Mar 84
NOTE- 29p.; Paper presented at the Annual Convention of the Association for Children and Adults with Learning Disabilities (21st, New Orleans, LA, February 28-March 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Estate Planning; Individual Development; *Learning Disabilities; *Maturity (Individuals); *Money Management; Parent Child Relationship; *Trusts (Financial)

Considerations in estate planning for learning disabled children are presented from the perspective of an individual who is both a lawyer and the parent of a learning disabled child. It is suggested

Ss. Results were also positive for the behavior and social acceptance of MAH Ss. Sociometric results indicated that when MAH Ss work in small groups with nonhandicapped classmates, they are better accepted than Ss not working in such groups. Implications of the TAI approach for mainstreaming were discussed. (CL)

ED 249 720 EC 170 822

Wickers, Frank C.; O'Sheel, Margaret R.

Behavioral Problems and Differential WISC-R Characteristics of Learning Disabled Children.

PUB DATE- 83

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Problems; *Cognitive Processes; Elementary Secondary Education; *Learning Disabilities; *Student Characteristics; Test Interpretation

IDENTIFIERS- Wechsler Intelligence Scale for Children (Revised)

Specific Wechsler Intelligence Scale for Children Revised subtest scores and score relationship of 33 learning disabled (LD) children (6-12 years old) were analyzed by chi square and t tests for significant differences between those LD children displaying behavior problems and those who did not exhibit such problems. Comparison of Similarities, Comprehension, and Picture Arrangement subtest ratios revealed no significant differences between the two groups, however those Ss whose Picture Arrangement ratios were greater than both their Similarities and Comprehension ratios made up a significantly greater proportion of the behavior problem group. Findings suggested that an LD child's thought processes help determine his/her pattern of behavior. (Author/CL)

ED 249 721 EC 170 823

Moon, Valerie

Report on Library Services to Disabled Persons in New South Wales,

PUB DATE- 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Elementary Education; *Mathematics Curriculum; *Mild Disabilities
IDENTIFIERS- *PLATO

The bibliography lists 90 mathematics lessons considered appropriate for mildly handicapped and non-handicapped elementary students using PLATO, a large-scale computer-based education system. Brief introductory remarks describe the rationale for computer assisted instruction, review the development of the PLATO system, and summarize findings of its application with handicapped students, including children with severe and profound developmental disabilities and hearing impairments. The bibliography, developed to help classroom teachers and curriculum coordinators considering the adoption of PLATO resources, lists reading level and difficulty of student instructions along with the name and file name of the lesson. (CL)

ED 249 737 EC 170 849

Billingsley, Felix; And Others
Investigating the Problem of Skill Generalization. 2nd Edition.
Washington Univ., Seattle. Washington Research Organization.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 84
NOTE- 65p.; For the first edition, see ED 234 573. For literature review, see EC 170 050.
CONTRACT- 300-82-0364
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; Elementary Secondary Education; *Generalization; Models; Postsecondary Education; *Research Methodology; Research Projects; Self Control; *Severe Disabilities; Transitional Programs

The booklet describes studies undertaken by the Washington Research Organization (UWRO) to examine generalization processes with severely handicapped students. Section one provides background information on the UWRO, including UWRO's advisory committee, communication with other institutes for research in education of

ED 249 752 EC 170 864

Nolen, Susan Bobbitt; Wilbur, Ronnie B.
Effects of Context on Deaf Students' Comprehension of Difficult Sentences.
PUB DATE- Apr 84
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Context Clues; *Deafness; Elementary Education; *Reading Comprehension; Sentences

Fifty severely to profoundly deaf students (grades 4-8) were given a forced-choice picture selection test to investigate the effects of context on comprehension of difficult sentences. For one-half of the items, students matched pictures to isolated active, passive, or relative-clause sentences; for the other half, students performed the same task given similar sentences embedded in a context-providing paragraph. Analysis showed a significant facilitative effect of context for relative-clause sentences across reading levels. Findings support the theory that, like hearing children, deaf children can and do use contextual information to disambiguate difficult sentence structures. (Author/CL)

ED 249 753 EC 170 865

Levine, Shari
Hemispheric Specialization and Implications for Education of the Hearing Impaired.
PUB DATE- 81
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
PUB DATE- Jul 84
NOTE- 94p.; For related documents, see ED 230 768-773 and CE 039 760-761.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Agribusiness; *Agricultural Education; Agricultural Engineering; Competence; *Competency Based Education; Educational Needs; Farm Occupations; Natural Resources; *Outcomes of Education; *Program Effectiveness; Program Improvement; Secondary Education; *Vocational Education

The central purpose of this study was to assess the level of mastery of Florida secondary students enrolled in fundamentals of agribusiness and natural resources occupations programs during the 1982-83 school year. In addition, the study sought to (1) determine level of mastery on the Fundamentals of Agribusiness Occupations Achievement Test (FAOAT); (2) compare students' levels of mastery on the FAOAT according to selected demographic variables; (3) determine which recommended competencies are in fact being taught by teachers; and (4) determine the percentage of time devoted to the six major content areas in the fundamentals program. Data were collected from 2,011 students and 54 teachers of agriculture in 50 secondary schools. The study found that students' mean level of mastery on the 60-item FAOAT was slightly more than 57 percent, with students performing best on questions related to agribusiness management and plant science and poorest on agricultural mechanics questions. The study also found that students taking the FAOAT who were currently members of Future Farmers of America (FFA) had significantly higher scores than students who were not in FFA, as did students who were in supervised occupational experiences. In addition, college-bound students, students with plans to enter agricultural occupations or the military, or those who had no plans scored higher than students who planned to enter a non-agricultural career field. Almost 70 percent of the 76 competencies listed as fundamental were taught by 50 percent or more of the teachers responding to the survey. All of the competencies in the leadership area were taught by 75 percent or more of the teachers, while only 2 of the 16 competencies in the agricultural mechanics content area were taught by 75 percent or more of the teachers. The study recommended strengthening the agricultural mechanics component of the programs and encouraging students to join FFA and become involved with supervised occupational experiences. (The FOAOT and related materials make up about half the document.) (KC)

ED 249 366   CE 039 785

Wolf, Mary Alice
Tapping the World of the Older Adult.
PUB DATE- 8 Nov 84
NOTE- 16p.; Presented at the National Adult Education Conference
(Louisville, KY, November 8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Adult Education; *Aging
(Individuals); *Aging Education; *Autobiographies; *Biographical
Inventories; Classroom Techniques; Gerontology; Lifelong Learning;
*Older Adults; Personal Narratives; Postsecondary Education

Older people grow and develop psychologically; they do not necessarily decline in intellectual functioning; and they are capable of learning and enriching their own lives and the lives of others with their wisdom and experience. However, in a fast-paced and impatient culture, little time is given to hearing what older people have to say. Older persons, in turn, often do not want to speak; they are intimidated or they do not value their own abilities because society does not. These attitudes stand in the way of using older adults as the greatest informational resource in this culture. Not only have they had to grow and adjust for 60 or 80 years, but they also have witnessed the greatest changes in history. And they have much to tell about survival, about values, and about aging. One method that adult educators can use to tap this unplumbed resource is the life review. This autobiographical process, whether oral or written, can be a tool both to help older adults integrate the experiences of a lifetime and younger learners gain information about the culture and values that have shaped us and about their own aging. A productive process of facilitating a life review is the in-depth interview, a simple series of three interviews, each lasting 45 minutes and conducted over 3 weeks. The first interview focuses on the interviewee's past, the second focuses on the quality of life now. Finally, the third interview seeks some evaluation by the older person. It asks, "What sense do you make of your experience? What does it mean to you?" This technique has been successful in prompting life reviews and growth by both the older students and the younger interviewers. A 6-page reference list is appended. (KC)

a course in the occupational area of medical laboratory aide. Included in the first part of the guide are a program master sequence; a master listing of instructional materials, equipment, and supplies; an overview of the competency-based vocational education (CBVE) system; and guidelines and strategies for addressing students with special needs. The major part of the publication comprises instructor's guide sheets, master copies of the instructor's final checklist, master copies of the check-out activity sheets, answer keys for the check-out activity sheets, a recommended references listing for the medical laboratory aide modules, and student modules. Provided in the student modules are learning activities, instruction sheets, and self-check activities dealing with the following topics: learning about medical careers, learning medical laboratory terminology, performing physical tests on urine, performing chemical tests on urine using dipsticks, and making and staining blood smears. (MN)

ED 249 379 CE 039 827

Cave, Julie; And Others
Health Services: Clinical. Respiratory Therapy Aide. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 123p.; For related documents, see CE 039 821, CE 039 823, CE 039 825, and CE 039 829.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; *Biomedical Equipment; Classroom Techniques; *Competency Based Education; Educational Strategies; Employment Opportunities; *Equipment Utilization; Health Services; Instructional Materials; Learning Modules; Lesson Plans; *Medical Assistants; Medical Services; Medical Vocabulary; Postsecondary Education; *Respiratory Therapy; State Curriculum Guides; Student Needs; Teaching Methods
IDENTIFIERS- Kentucky; Special Needs Students

This instructor's manual consists of materials for use in

ED 249 391 CE 039 841

Keeton, Martha; And Others

Home Economics Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.

Kentucky State Dept. of Education, Frankfort.

PUB DATE- 83

NOTE- 539p.

AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.

LANGUAGE- English

EDRS Price - MF02/PC22 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Career Education; *Career Exploration; *Child Care Occupations; *Clothing; *Competency Based Education; Consumer Education; Course Descriptions; Day Care; Fashion Industry; *Food Service; Home Economics; *Home Furnishings; Homemaking Skills; Housekeepers; Housing; Junior High Schools; Learning Activities; Needle Trades; Nutrition; Occupational Home Economics; *Practical Arts; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Guides; Textiles Instruction; Vocational Education

IDENTIFIERS- Kentucky; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in home economics occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of home economics occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include lists of practical arts videotapes and references appropriate for career exploration, ideas for addressing students with special needs, and visual aid masters. The 60 student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities, vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for five families [illegible] home economics occupations: consumer and homemaking, child care, clothing and textiles, foods and nutrition, home and community services, and housing and home furnishings. (YLB)

DESCRIPTORS- Individualized Instruction; Job Skills; Learning Activities; Occupational Information; *Office Occupations Education; *Office Practice; Postsecondary Education; *Secretaries; *Simulation; *Typewriting

This is the first of four student packets forming part of a position simulation for use in an office applications laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to learn the tasks and duties performed by a legal secretary. The packet, which begins with a simulated office schedule for one 8-hour day, includes 5 numbered jobs and supplies (any necessary letterhead or special forms). Instructions are provided immediately before each job. Jobs include typing and filing individual cards for clients, typing a request for a hearing and rough letter, typing a last will and testament from a handwritten draft, typing financial statements in acceptable form, and typing a deposition from dictation. (YLB)

ED 249 406 CE 039 869

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 2. Office Occupations.

Georgia State Univ., Atlanta.; Macon Area Vocational-Technical School, GA.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

PUB DATE- 82

NOTE- 25p.; For other Student Packets, see CE 039 866-871.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Individualized Instruction; Job Skills; Learning Activities; Occupational Information; *Office Occupations Education; *Office Practice; Postsecondary Education; *Secretaries; *Simulation; *Typewriting

This is the second of four student packets forming part of a position simulation for use in an office applications laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to learn the tasks and duties performed by a legal secretary. The packet, which begins with a simulated office schedule for one 8-hour day, includes 6 numbered jobs and supplies before each job. Jobs include typing a subpoena, typing a deed to secure a debt and note from a rough draft, typing a divorce

Physical Health; Social Networks; *Social Support Groups; *Well Being
IDENTIFIERS- Florida (Miami Beach)

Since 1972 ,when the city of Miami Beach, Florida initiated redevelopment plans for South Miami Beach, the elderly residents have been besieged by a series of events beyond their control that have left them at risk emotionally and physically. To examine the relative impact of health, personal control, and social support as predictors of affect and life satisfaction, personal interviews were conducted with 92 South Beach residents. Eighty-seven respondents (50 females, 37 males) provided relatively complete information. Support measures incorporated in the interviews included a support diagram, the Desired and Expected Control Scale, a health checklist, the Affect Balance Scale, and a life satisfaction scale. An analysis of the results showed that health status was a strong predictor of affect balance, but the support and control variables were significant as well, and accounted for independent portions of the variance. Quantity of support was not related to life satisfaction, but was related to health. Support was related to satisfaction in specific areas such as geographic location, housing, standard of living and income, and family life satisfaction. Individuals with no close support figures were more likely to be depressed and less likely to desire control. These findings suggest that social support can mediate depression, and that attachment relationships are important to well being throughout the life span. (BL)

ED 249 422　　　　CG 017 741

Hastings, Paul B.; D'Aboy, Kari Hansen
Malpractice Insurance Requirements in Counselor Education Master's Degree Programs: A Survey.
PUB DATE- Mar 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; Graduate Students; Individual Needs; *Insurance; *Malpractice; Masters Programs

To determine what percentage of master's level graduate programs in

Austin, Carol D.; Greenberg, Jay N.
Comparing Case Management Systems.
PUB DATE- 20 Mar 84
NOTE- 31p.; Paper presented at the Annual Meeting of the Western Gerontological Society (30th, Anaheim, CA, March 17-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Delivery Systems; Financial Support; Health Services; Individual Needs; Models; Older Adults; *Resource Allocation
IDENTIFIERS- *Case Management; Gatekeeper Role; *Long Term Care

Case management has become a core component in the delivery of long term care services. It is widely viewed as a mechanism for linking and coordinating segments of a service delivery system (within a single agency or involving several providers) to ensure the most comprehensive program for meeting an individual client's needs for care. Although there is some consensus regarding generic case management functions, the role of case manager is implemented with considerable variation and has different meanings in various settings. This paper presents a model for analyzing case management that is contingent on the delivery system. Four distinct long term care delivery system types are examined: Channeling, Basic and Complex, the Social/Health Maintenance Organization, and the Veterans Administration. Each is described with specific emphasis on the underlying financial arrangements, target populations, and gatekeeping mechanisms. The main argument of this paper is that the case management function that is implemented in each of these delivery systems will be differentially effective and efficient given the assumptions, goals, parameters, and constraints operating in the four systems. (BL)

ED 249 437 CG 017 756

Schrott, Janet; Stilson, James E.
Hand-in-Hand: A Cooperative Venture in Service Planning, Funding and Delivery.
PUB DATE- Mar 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Western Gerontological Society (30th, Anaheim, CA, March 17-21, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Wright, P. Jeffrey; And Others
Self-Monitoring and Ability to Discriminate Incongruent Communication.
PUB DATE- Mar 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Communication (Thought Transfer); *Congruence (Psychology); Discrimination Learning; Higher Education; *Nonverbal Communication
IDENTIFIERS- Incongruency Discrimination Assessment; Personal Reaction Inventory (Snyder); *Self Monitoring

Snyder's (1974) construct of self-monitoring in communication refers to the degree of self-observation and self-control, guided by situational cues to social appropriateness. To investigate the relationship of level of self-monitoring (high or low) to the ability to accurately discriminate varying levels of incongruent communication, 62 college students (31 males, 31 females) completed the Incongruency Discrimination Assessment (IDA), rating 12 videotaped scenes. The 12 scenes systematically reflected three levels of incongruence (highly congruent, mildly incongruent, highly incongruent), and two types of incongruence (context and affect). Subjects were classified as high or low self-monitors on the basis of their scores on Snyder's Personal Reaction Inventory. An analysis of the results showed that subjects rated levels of incongruence higher as the degree of incongruent behavior increased. A main effect for type of incongruence was also revealed, with the content mode consistently receiving higher incongruence ratings than the affective mode. There was no significant difference between high and low self-monitors on perceptions of incongruence. The findings fail to support the self-monitoring hypothesis. (BL)

ED 249 452 CG 017 772

Barrett, Terry R.
Age-Related Differences in Incidental Learning.
PUB DATE- Aug 84
NOTE- 25p.; Paper presented as part of the symposium "Individual

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Learning Activities; *Mathematical Vocabulary; *Mathematics Instruction; Mathematics Teachers; Readability; *Reading Difficulties; *Reading Skills; *Reading Strategies; Secondary Education

Intended to provide guidance for secondary school mathematics teachers who desire to maximize the reading abilities of their students and thus maximize students' performance, this report attempts to make the secondary school teacher aware of some of the difficulties encountered in reading mathematics and offers some techniques, activities, and strategies to overcome these difficulties. The content is divided into five categories or factors that contribute to problems in reading mathematics: the language of mathematics, mathematical vocabulary and symbols, word problems, mathematical reading skills, and readability of mathematics textbooks. Each section includes a discussion of the reading problems, suggestions for overcoming difficulties in reading mathematics, and an annotated list of resources. (HOD)

ED 249 467 CS 007 793

Haberlandt, Karl
A Word on Final Words.
PUB DATE- 83
NOTE- 19p.; Paper presented at the Annual Meeting of the Psychonomic Society (San Diego, CA, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Measurement; *Cognitive Processes; *Encoding (Psychology); Higher Education; *Language Processing; Learning Strategies; *Modeling (Psychology); Reading Processes; Reading Rate; *Reading Research; Reading Strategies; Recall (Psychology); Sentences; *Sentence Structure; Word Recognition
IDENTIFIERS- *Prose Learning

Two experiments examined the cognitive resources used by readers in sentence modeling (summarizing the propositions in a sentence) as a function of reader task and of sentence complexity. It was

ED 249 481 CS 007 813

Jones, Paul L.; Armitage, Bonnie J.

A Comparison of Three Reading Tests for Determining Reading Grade Level of Navy Recruits.

PUB DATE- Nov 84

NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Literacy; Armed Forces; Comparative Analysis; Military Personnel; *Reading Achievement; *Reading Comprehension; Reading Diagnosis; *Reading Research; *Reading Tests; Testing Programs; Test Use; *Test Validity

IDENTIFIERS- *Gates MacGinitie Reading Tests; *Navy; Nelson Denny Reading Tests; Tests of Adult Basic Education

Having implemented a testing procedure using the Gates-MacGinitie Reading Tests to identify recruits with reading deficiencies, the United States Navy conducted a study comparing the performance of recruits on three different reading tests. A total of 716 recruits completed the comprehension portion of the Gates-MacGinitie Reading Tests, the Tests of Adult Basic Education (TABE), and the Nelson-Denny Reading Tests. The results of the tests showed that the mean scores for the Gates-MacGinitie and the TABE, 11.04 and 10.32 respectively, were significantly different from the 9.65 mean score for the Nelson-Denny. The Nelson-Denny Reading Tests yielded a wider range of variability among the scores of the individual respondents as reflected by the standard deviation than did the Gates-MacGinitie Reading Tests or the TABE. Thus, the Nelson-Denny Tests did not appear to have any advantage over the reading tests currently being used by the Navy to measure recruit reading grade level. The Gates-MacGinitie Reading Tests have a number of test levels designed for particular grade levels, which the TABE does not have. The data suggest that the Gates-MacGinitie Reading Tests are best suited for the Navy's program. (HTH)

ED 249 482 CS 007 814

Shipman, Dorothy A.; Warncke, Edna W.

narrative blooms. By this age most young children operate concretely and they sense order and patterns that govern all of life. Likewise, the verbal life of the child has taken on a sense of rule and sequence. In entering the school world of writing, the child turns to the most fundamentally structured mode of discourse, the story. When full control--what Piaget calls decalage--is established, students are ready to move into the descriptive mode of discourse. The cognitive demands that arise from both ordering the phenomena and sensing completeness separate descriptive writing from the narrative mode. When a single-minded focus upon either time or space is left behind, the writer moves from the fundamental, concrete mode to a sophisticated, formal mode of writing. This movement is the requirement for the explanative mode where time and space must be blended by the writer. The analytic mode is even more demanding cognitively in that the writer must fashion abstractions that are drawn from, and point to, the concrete world but are by definition not a part of it. The artistic mode is the final writing stage and requires both a competence with abstractions and the ability to create a concrete embodiment appropriate to the abstraction at hand. To write in this mode is to need to measure even more skillfully than in the lower stages the sense of completion of the art. (HOD)

ED 249 497   CS 208 587

Sommers, Elizabeth A.; Collins, James L.
What Research Tells Us about Composing and Computing.
PUB DATE- 29 Sep 84
NOTE- 22p.; Paper presented to the Computer Educators League (Buffalo, NY, September 29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; Microcomputers; Prewriting; Research Opportunities; Revision (Written Composition); Teaching Methods; *Word Processing; *Writing Instruction; *Writing Processes; *Writing Research

Research about writing and the teaching of writing has demonstrated that writing is a process, that thinking and writing are inextricably connected, that workshop and tutorial methods are more efficient than teacher or textbook dominated instruction in more valid than another. Listeners tell the writer what went on in their heads as they listened, what associations they made with the writing, and what the writing reminded them of. At the next stage, each writer has three hours of solitude to contemplate his or her writing and to make revisions. Writers then have a choice of having their listeners respond again, using the same pattern of questions used earlier or asking for additional responses that relate to rhetorical considerations. Following this session, the conference ends with everyone coming together to share perceptions of the believing game and to explore some possible ways to use believing strategies in the classroom. It is expected that students whose teachers play the believing game with them during the exploratory stages of writing will, in the end, be more engaged with their writing and have a clearer understanding of the needs of the reader. (HOD)

ED 249 511 CS 208 604

Christensen, Linda, Ed.; And Others
A Guide to Building Self-Esteem through Writing.
Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.
PUB DATE- 83
NOTE- 58p.
AVAILABLE FROM- Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Feedback; *Self Concept; Self Esteem; *Student Attitudes; Student Improvement; *Teacher Attitudes; *Teacher Role; Teacher Student Relationship; Writing Evaluation; Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- National Writing Project; *Wisconsin Writing Project

Intended for use by teachers at both elementary and secondary school levels, this booklet is designed to provide suggestions and writing activities that can promote positive self-concepts. Among the topics discussed in the booklet's various sections are the following: (1) teacher attitude; (2) things to consider when planning and carrying out assignments; (3) evaluation of student writing; (4) activities for students at the elementary school,

school, however, the child will find that the demands of pedagogy become insistent over many curricular areas, including literature. For many students, literature of the most traditional and elevated types becomes an experience laden with drudgery, with the requirements of pursuit, analysis, and recall on demand. To add to the paradox, fine literature is tightly bound to the scheduled homework of school, the completion of tasks, and the regurgitation of lines, themes, characterizations, and plot arrangements. To these are added the internal concepts of the author's philosophy, motivations of characters, and perceptions of literary style and facility. All of this is subject to being graded, assessed, evaluated, and marked. This paradox between love of literature and the requirements of schooling has persisted and will continue. What needs to be dealt with is a recognition of the near-term and eventual effects of this process. An important concern is the need for improved preparation of the teacher of literature. Another aspect of the problem is the way literature is abridged, cut, censored, or rewritten in the Disney mode before it is presented to students. Finally, educators and parents must pay attention to students' interests and offer books that are in keeping with these interests. (HTH)

ED 249 526 CS 208 620

Burrows, Alvina Treut; And Others

They All Want to Write: Written English in the Elementary School. Fourth Edition.

REPORT NO.- ISBN-0-208-02043-8
PUB DATE- 84
NOTE- 238p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 54182, $16.00 member, $18.00 nonmember); The Shoe String Press, Inc., Post Office Box 4327, 995 Sherman Ave., Hamden, CT 06514 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Research; Classroom Techniques; Elementary Education; *Learning Activities; Lifelong Learning; Teaching Methods; Writing Exercises; *Writing Instruction; Writing Processes; *Writing Readiness; Writing Research

Paris (France).
PUB DATE- 84
NOTE- 242p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Citizen Participation; *Community Control; Community Development; *Developed Nations; *Developing Nations; Films; Information Dissemination; Information Sources; *Media Research; Minority Group Influences; Music Activities; *News Media; Quality of Life; Radio; Television; Theater Arts; Videotape Recordings
IDENTIFIERS- *Media Role; Media Use; New World Information Order

Two propositions formed the basis for the study described in this report: (1) that the institutions of mass media and education have not adjusted to cope with the problems of newly formed cities or with urban disintegration in older industrialized cities, and (2) that marginal urban groups have a need for greater control over their lives and the use of community media is one way this basic need can be met. An introductory chapter provides a rationale for the study (a product of the urban community media project of Unesco), defines terms used in the study, summarizes the characteristics and functions of community media, suggests desirable criteria for community media, summarizes the internal limitations of community media projects and the external constraints on them, and concludes with a short essay on the historic context of urbanization. Nine case studies covering developments in Africa, the Arab World, Australia, Trinidad and Tobago, Europe, India, Japan, Latin America, North America, and the Philippines are then presented. The case studies cite examples of places where a more equitable distribution of power in urban communications has been achieved. A concluding statement and lists of proposals for related activities, future activities, and further research on this topic complete the report. (RBW)

ED 249 541 CS 504 698

Veeder, Gerry A.
A History of the Caterpillar Tractor Company's Use of Motion Pictures.
PUB DATE- 81
NOTE- 12p.
LANGUAGE- English

future possibilities, an analysis was made of the format features of the 1960, 1976, and 1980 general election presidential debates. Also analyzed were the formats used in the primary debates for Democratic presidential candidates in 1976 and for the Republican presidential candidates in 1980. The impact of these formats was assessed in terms of the ability of the candidates to convey their political positions on campaign issues, refute the arguments of their opponents, and generate their own agendas. The analysis revealed that the rigidity and structure of the general election debates of 1960, 1976, and 1980 were in line with the importance of the bipartisan electoral events with which they were associated. The Democratic and Republican primary debates seemed to have had the luxury of being more flexible, experimental, and informal. Ironically, there was less potential for confrontation between candidates in the primary debates because of party commonality, although the unstructured formats offered a greater degree of confrontation through their informality and lack of rigidity. Findings suggest that the attempt to achieve equity for the participating candidates and their reluctance to experiment with formats, preferring rather to stay with established structures, have contributed to the lack of great variability among past formats, except at the local and primary levels. (Appended is a table depicting the presidential primary and general election debate formats.) (HOD)

ED 249 556 CS 504 715

Fritz, Paul A.; Weaver, Richard L., II
Teaching Critical Thinking Skills in the Public Speaking Course: A Liberal Arts Perspective.
PUB DATE- 9 Oct 84
NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Course Content; *Critical Thinking; Educational Philosophy; Higher Education; *Public Speaking; Rhetoric; Speech Communication; Speech Curriculum; *Speech Instruction; *Teaching Methods; Writing Instruction

Noting that while the literature clearly states a need for colleges

Performance; *Peer Evaluation; *Personnel Evaluation; Staff
Development; *Teacher Evaluation; *Vocational Evaluation

This self-directed program, designed to assist school personnel evaluation procedures, is presented in four parts, each with detailed worksheets. The first part, "The Manual," introduces the program, its purposes, premises, and organization. "Organization for the Development of Personnel Evaluation Procedures," the second part, outlines the steps used to set the process in motion. The third part, "Decision Categories," presents the agenda for leading people through a systematic decision-making process in personnel evaluation and includes recommendations for further reading. The fourth part, "Synthesizing the Evaluation Process," is application oriented and describes the instrumentation and implementation procedures for personnel evaluation in the school setting. The appendices include an agenda, sample instruments, policies/procedures, and supplemental criteria references for teacher and administrator evaluations. (MD)

ED 249 571 EA 017 069

Tracz, George
Constructing Humane Computing Environments in Educational Institutions.
Ontario Inst. for Studies in Education, Toronto.
PUB DATE- 30 Apr 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; *Computers; *Educational Policy; *Educational Technology; Higher Education; *Institutional Environment; Long Range Planning; Organizational Objectives; Schools of Education; Task Analysis
IDENTIFIERS- Ontario Institute for Studies in Education

Universities that have been successful in providing computing-intensive environments for their user communities have done so by setting up campuswide task forces on computing strategies. In this report, the principal investigator recommends that a task force on constructing humane computing environments at the Ontario Institute for Studies in Education (OISE) (Canada) be established. A framework of issues and themes to be debated and discussed in such a study is suggested for the potential use of prospective task force members. Critical questions that must be important variable in determining classroom effectiveness is the congruence of the delivered curriculum with the desired outcomes or, that students be given the opportunity to learn what is expected of them. This theory presupposes that curriculum expectations be made clear to students, and that students be given sufficient time and resources to achieve those expectations. The role of administrators is therefore to make these expectations clear to teachers, to provide teachers with the means to carry them out, and to assure that teachers do carry the goals out. Teachers and administrators must share a common belief that certain outcomes are expected for students at a given grade level in a given school. Evaluation devices must also be geared precisely to these specific curricular goals. Three important related concepts are defined and discussed: allocated time, engaged time, and success rate. These concepts are then brought together into a single concept of academic learning time, defined as engaged time with materials or activities that produce a high success rate and are related to outcome measures. This concept of academic learning time is shown to be a good predictor of classroom effectiveness. The paper concludes with general observations on the utility of research in assessing teacher effectiveness. (TE)

ED 249 585 EA 017 110

Good, Thomas L.
Teacher Effects.
PUB DATE- Jun 84
NOTE- 25p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Communication; Classroom Techniques; Elementary Secondary Education; Pacing; Research Needs; Research Problems; Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; *Teacher Influence; *Teacher Role; *Teacher Student Relationship; *Teaching Methods; Time Factors (Learning); Time Management; Time on Task

This paper presents recently reported findings that associate teacher behavior with student achievement. These findings fall under 5 general categories: time usage, classroom management, teacher expectations, teacher effectiveness research, and specific curricula; and (4) lack of appropriate training for program implementers. A discussion is presented of school-based planning for computer decision making, including innovative programs at various schools, investigations conducted by research groups, and insights shared by thoughtful teachers. Four major areas of concern are covered: planning for cognitive outcomes, planning for affective consequences, planning for equitable outcomes, and planning for teacher professional development. (TE)

ED 249 599 EA 017 124

Harris, Wendy
The California Model Curriculum for Computers in Education.
PUB DATE- Jun 84
NOTE- 7p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; *Computers; Computer Science Education; *Curriculum Design; *Curriculum Development; Educational Technology; Elementary Secondary Education; Feedback; Microcomputers; Programing; *State Curriculum Guides; State Programs; State School District Relationship
IDENTIFIERS- California State Department of Education; Computer Uses in Education

This paper describes a project underway at the California State Department of Education to develop a model curriculum for computers in education. The first part of the paper describes the unique aspects of computers in education, including their potential for efficient transmission of information, the possibilities for teaching subject matter outside the regular curriculum, their interactive properties, the fact that they allow for personalized feedback and pacing, and the potential for simulating learning contexts that are otherwise not feasible for schools. The role of the state is then described as removing barriers to the effective implementation of computers in schools. The background and rationale for the model curriculum project, the development process, and a clarification of the purposes, organization, and contents of the model curriculum document are then described. The five major "strands" of the document are as follows: (1) operation

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Architectural Character; *Building Design; Career Development; *Educational Facilities Design; *Educational Trends; Extracurricular Activities; *Futures (of Society); Program Development; *School Community Relationship; Secondary Education; Technology
IDENTIFIERS- Dallas Independent School District TX

The premise used in the development of the Townview Center for the Dallas Independent School District (Texas) is: What actually goes on inside a high school of the future is more important than what the school building will look like. The school's concept includes the housing of various magnet programs at one site. The architect is challenged to produce a design that encourages students to explore their interests more thoroughly. In the beginning the school site will be composed of eight schools and will allow for natural expansion. The project's goal and philosophy states that instructional programs will provide for "flexible program entry, mastery and exit." The design of the school space is to be developed to ensure that circulation among the schools is a continuous flow and that student activities are encouraged. Included are two sketches of the school design concept. (MD)

ED 249 614 EA 017 175

Pistell, Louise Wharton
Strategies for Faculty Development, K-12: A Review of the Journal Literature.
PUB DATE- 27 Aug 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Literature Reviews; Private Schools; *Professional Development; Public Schools; *Staff Development

General types of faculty development programs described in the literature since 1970 are reviewed. The review is organized into four sections that deal, first, with theories and general assumptions about faculty development programs, and, next, with the various statistical surveys conducted. Third, examples of ministries of education central offices, and Latin American educational management issues. Through a bibliographic essay, the following issues are dealt with: the nature of the managerial function, the humanistic trend in management, contempory educational issues influencing the managerial function, the management development process, the learning needs of educational managers, appropriate training methods for management development, and issues in the management of Latin American educational systems. It is suggested that the educational systems undertake action research to address these issues, using the ideas expressed in this paper as an underlying foundation. (DCS)

ED 249 629 EA 017 195

Catterall, James S.
Education Vouchers. Fastback 210.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-210-0
PUB DATE- 84
NOTE- 44p.; Publication of this fastback was sponsored by the Decatur Illinois Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publications Sales, Phi Delta Kappa Educational Foundation, Eighth Street & Union Avenue, Box 789, Bloomington, IN 47402 ($.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admission Criteria; Bureaucracy; Busing; *Competition; Curriculum; Economically Disadvantaged; *Educational Administration; *Educational Finance; *Educational Vouchers; Elementary Secondary Education; Minority Groups; Operating Expenses; Private School Aid; *School Choice; Social Integration; Standards; *Student Costs; Teacher Qualifications; Upper Class
IDENTIFIERS- Alum Rock Union School District CA; Coons (John); Friedman (Milton); Jencks (Christopher); National Institute of Education; Office of Economic Opportunity; Sugarman (Stephen)

The education voucher idea is reviewed and comparisons are made among three existing plans. The basic idea is that the government issues a voucher of monetary value directly to families to pay for education. Existing proposals include the California Coons/Sugarman plan from the 1970's, the Friedman plan, and the Jencks proposal. These plans vary from providing basic subsidies with little

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Elementary Secondary Education; National Surveys; *Principals; Public Schools; Questionnaires; Tables (Data); *Teacher Attitudes; *Teacher Characteristics

This document describes the first in a series of polls to be conducted using new procedures for scientifically polling random samples of educators. The Educator Opinion Poll involved two separate sample groups: public school principals and classroom teachers in grades K-12. Forty-eight percent of the teachers surveyed, or 1,013 teachers, and 47 percent of the principals surveyed, or 919 principals, responded. Opinion questions solicited the teachers' views on such topics as the following: working a longer school day or school year if more money were offered, attitude of students toward school and learning and their level of preparation, problems encountered in teaching, problems in maintaining discipline, and impact of factors such as parental support for education on the teacher's instructional program. Status and experience questions were also included and covered such topics as respondent's age, sex, salary, and days on duty, as well as use of computers during school year 1983-84 and respondent's ultimate career plans. Principals were asked similar questions, though the wording of their questions was slightly different. The report is divided into two sections, one on teachers and one on principals. Each section begins with brief overviews followed by a list of tables, the professional and personal characteristics reported in tabular form, and tables based on the opinion questions. Among other findings is the indication from about one-third of the public school teachers and principals across the nation that their school districts have modified their instructional programs in response to recent studies such as "A Nation at Risk." (MLF)

ED 249 644 EA 017 217

Toward Excellence in Education. Governor John Carlin's Commitment to Education in Kansas.

Kansas State Office of the Governor, Topeka.

PUB DATE- 84

NOTE- 32p.; Print is small; photographs will not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

illustrative tables. Information is also provided on how to collect data for practice profiles and on various ways in which they have been used. The final section provides a seven-step procedure for constructing a practice profile: (1) orientation to practice, (2) interviewing the developer, (3) interviewing users, (4) observing users, (5) developing a preliminary checklist of components, (6) verifying checklist with the developer, and (7) pilot testing and revision. Implementation requirements include training, startup costs, equipment needs, personnel needs, and logistics, while practice characteristics include purpose, concreteness of benefits, pedagogical approach, precision of definition, prescriptiveness, and complexity. (TE)

ED 249 658 EA 017 255

Crandall, David P.; Eiseman, Jeffrey W.
Coordinating Assistance in School Improvement Efforts: Issues to Consider.
Network of Innovative Schools, Inc., Andover, Mass.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Apr 83
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Change Agents; Consultants; Educational Innovation; Elementary Secondary Education; Federal Programs; *Government School Relationship; *Linking Agents; Principals; *Program Administration; Program Effectiveness; *Program Implementation; *Technical Assistance
IDENTIFIERS- *Study of Dissemination Efforts Support Sch Improv

This paper summarizes some of the main conclusions of the Study of Dissemination Efforts Supporting School Improvement, specifically those regarding the process of innovation implementation. The focus is on the contributions of potential assisters to various implementation outcomes, from which implications for policy and practice are derived. The major emphasis is on the crucial (and unanticipated) role of district-level personnel in catalyzing and coordinating successful efforts. The primary conclusion derived

Pasco/Pinellas Multiagency Network for Severely Emotionally Disturbed Students. Report to the State of Florida SED Advisory Board.
SED Network, Pinellas Park, FL.
PUB DATE- 26 Jun 84
NOTE- 132p.; Revised and updated version of ED 244 408.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Cooperative Planning; Coordination; Definitions; Delivery Systems; *Emotional Disturbances; Inservice Teacher Education; Parent Associations; *Program Development

The task group process and its operating rules are explained in an initial section of this report. Summaries and updates are then presented of project products and activities: a pilot community-based class program (an intensive educational and therapeutic environment for emotionally disturbed adolescents); a case management system (in which the merits of therapists or others as case managers are reviewed); the individual therapeutic and educational program; committee work on the defining of severe emotional disturbances and implications for service delivery; interviews with mental health professionals, support staff, and teachers of severely emotionally disturbed students; results of a vocational survey; inservice training and information dissemination activities; parent support groups; and development of an information and referral guide. (CL)

ED 249 673 EC 170 469

Culhane, P. Terry, Ed.; And Others
Communication Problems of the Mentally Handicapped. Occasional Paper No. 28.
Essex Univ., Colchester (England). Dept. of Language and Linguistics.
PUB DATE- 84
NOTE- 156p.; Proceedings of the Project Horizon Conference (Colchester, England, April 22-24, 1984). For three selected papers, see EC 470-472.
AVAILABLE FROM- University of Essex, Department of Language and Linguistics, Wivenhoe Park, Colchester CO4 3SQ, England (3 pounds).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Software; Educational Technology; Elementary Secondary Education; *Microcomputers; *Mild Disabilities

The effectiveness of the instructional use of computers as measured by student achievement is examined. Attention is given to the following issues: (1) attributes that may make computer instruction applicable to students with mild learning problems; (2) problems and limitations of computer instruction; and (3) future potential and needs of computer instruction. Computer-assisted instruction (CAI) was found to be more effective as a supplement to, rather than a replacement of, traditional instruction. In general, instructional use of computers was found to be effective for special needs students. The need for future research in the following areas is cited: (1) computer managed instruction, (2) microcomputer program characteristics and their effects on rate and retention of learning, and (3) the relationship between computer program characteristics and learner characteristics. (JW)

ED 249 689 EC 170 488

Zetlin, Andrea G.; Turner, Jim L.
Coping with Adolescence: Perspectives of Retarded Individuals and Their Family.
PUB DATE- Mar 83
NOTE- 24p.; Paper presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities (16th, Gatlinburg, TN, March 16-18, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adjustment (to Environment); *Adolescent Development; Adolescents; Adults; *Developmental Disabilities; Developmental Stages; Emotional Adjustment; Family Relationship; *Mild Mental Retardation; Parent Attitudes; *Stress Variables

Retrospective accounts of the nature of adolescence as experienced by mildly handicapped individuals were gathered through indepth conversations and interviews over an 18 month period with 48 mildly retarded adults (ages 22 to 60) living independently in the that an important goal for parents is to train the child to be able to deal with his/her financial situation. Early training in the habit of saving money and paying one's own expenses is discussed. Examples of such training are presented--such as making transactions at flea markets--and the growth such experiences offer the learning disabled child is noted. It is suggested that learning disabled people who are trained to some degree of financial independence do not need lifetime trusts, which have several disadvantages such as lack of flexibility, damaging effects of inflation, and sibling discontent if the sibling is made a trustee. Such a trust may also hurt the learning disabled child's sense of self worth. Consideration of a partial trust or custodianship arrangement is advocated. The importance of sharing decision making with the child is emphasized. (CL)

ED 249 705 EC 170 806

Clary, Linda M.
Identifying Metacognitive Social Skills in Young Adults.
PUB DATE- Mar 84
NOTE- 18p.; Paper presented at the Annual Convention of the Association for Children and Adults with Learning Disabilities (21st, New Orleans, LA, February 28-March 2, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Interpersonal Competence; Intervention; *Learning Disabilities; *Metacognition; Models; Secondary Education; *Self Evaluation (Individuals); Social Development; Student Role; Young Adults

The paper examines research on social skills instruction for learning disabled young adults. It is suggested that learning disabled young adults must develop methods of analyzing their social inadequacies. Such analyses may come from the young adults, when they are able to apply metacognition skills to social situations. Parents, teachers, and/or counselors may also assist in the analyses through the administration of published assessment instruments and self-analyses. Self-assessment scales are reviewed, and a set of modified checklists is proposed for the individual and the parents. The value of self-monitoring is stressed. A model for developing social skills at the late middle school and secondary level is described which incorporates efforts of students, parents, teachers and others in developing skills for surviving in the non-academic setting. (CL)

1983.
SPONS. AGENCY- Library Council of New South Wales, Sydney (Australia).
REPORT NO.- ISBN-0-7305-0095-0
PUB DATE- 83
NOTE- 102p.; Prepared for the Working Party on Library Services to the Disabled. Also funded by the Handicapped Persons Bureau, Department of Youth and Community Services.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Disabilities; Hearing Impairments; *Library Materials; *Library Services; Library Surveys; Mental Retardation; Physical Disabilities; Visual Impairments

Part I of the report presents findings from a survey of library resources for disabled persons in New South Wales, Australia. Survey results are organized according to the following topics: public libraries (materials, services, access, staffing); academic and special libraries (university libraries, college of advanced education libraries, special libraries); and the state library of New South Wales. Part II then examines specific findings and needs (in terms of materials, services and access) for specific disability classifications: visual handicap, intellectual disability, physical disability, and deafness and hearing loss. Toy libraries are also discussed, as well as a summary of gaps in present provisions related to materials and services, access, promotions, attitudes and awareness, staff training, education of disabled children and young adults, and service provision in tertiary settings and state levels. (CL)

ED 249 722 EC 170 824

Related Services for Handicapped Students: Legal Considerations. Research & Resources on Special Education: Issue II.
American Association of School Administrators, Arlington, Va.; Council of Chief State School Officers, Washington, D.C.; National Association of State Boards of Education, Alexandria, VA.; National Conference of State Legislatures, Washington, D.C.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
PUB DATE- Jun 83
NOTE- 20p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Ancillary School Services; Compliance (Legal); Court Litigation; *Disabilities; Elementary Secondary Education; Federal Legislation; *Legal Problems; Special Education; State Legislation; *State Standards

the severely handicapped, and administration and management approaches. Section two reviews basic research concepts (skill generalization and instructional programing for generalization) and the methodology to be used in the studies. In section three, four different approaches to the generalization process are addressed: an ecological approach to describing and then changing conditions within the educational environment; a performance pattern approach to describing and matching individual learning characteristics and instructional techniques; a self-control approach to teaching severely handicapped individuals to manage their own behavior; and secondary/post-secondary transition investigations on teaching strategies to improve generalization in the transition from school to community and work environments. A final section, section four, briefly discusses the contribution to educational practice of the four approaches. (CL)

ED 249 738 EC 170 850

Haring, Norris; And Others
Investigating the Problem of Skill Generalization: Literature Review I.
Washington Univ., Seattle. Washington Research Organization.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 84
NOTE- 59p.; For related document, see EC 170 849.
CONTRACT- 300-82-0364
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Basic Skills; Elementary Secondary Education; *Generalization; Literature Reviews; Research Methodology; *Self Evaluation (Individuals); *Severe Disabilities; Training

As part of a 5-year investigation of skill generalization in severely handicapped students, a literature review was undertaken within each of three general approaches: performance pattern studies, ecological studies, and self-control studies. The first paper, "Descriptive Analysis of Extant Research Literature concerning Skill Generalization and the Severely/Profoundly Handicapped" by Owen R. White, reviews 30 studies from the Washington Research Organization (UWRO) and concludes that only 13 of the studies provided information useful in systematically refining an instructional technology for promoting skill generalization with severely handicapped persons. Ann K. Berman and Cheryl L. Opalski ("The Impact of Functional Trial Sequencing upon Generalization") review effects on skill generalization of the nature of the task, the environment, and the task's impact. In the final paper, "Self-Monitoring and Skill Generalization: A Review of Current Research," Kathleen A. Liberty focuses on studies of self-monitoring, one of three most common self-control techniques. (CL)

(055)
DESCRIPTORS- *Cerebral Dominance; *Cognitive Development; *Deafness; Hearing Impairments; *Language Acquisition; *Neurological Organization

The paper reviews research on cerebral hemispheric functioning and considers the implications for instruction of the deaf. The nature of right and left hemisphere function and communication is addressed, as are findings on cerebral asymmetry for aspects of language processing. Studies on hemispheric specialization of hearing impaired persons suggest a differential development between deaf and hearing Ss, as opposed to a developmental lag. The development of thought processes in deaf children is traced through the four Piagetian states: sensory motor, pre-operational, concrete operational, and formal operational. Suggestions are offered for facilitating easy passage from one stage to the next, including encouraging the development of an early symbol system for children who are profoundly deaf from birth and using instructional media which utilizes a combined visual and auditory presentation to show relationships, associations, and contrasts. (CL)

ED 249 754 EC 170 866

Rehabilitation Amendments of 1983. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, First Session on S. 1340. To Revise and Extend the Rehabilitation Act of 1973 and to Extend the Developmental Disability Assistance and Bill of Rights Act, and for Other Purposes. (Midvale, Utah).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 25 Jun 83
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Federal Legislation; Hearings; *Vocational Rehabilitation
IDENTIFIERS- Proposed Legislation; *Rehabilitation Act 1973; Utah

Statements are presented regarding the Rehabilitation Amendments of 1983. Following the text of the amendment are prepared statements and testimony from special educators, state officials, rehabilitation counselors, college students, rehabilitation practitioners, and a physician. Statements address budgetary aspects of the amendments, eligibility changes, accountability, and creation of a separate client assistance program. (CL)

ED 249 354 CE 039 760

Cheek, Jimmy G.; McGhee, Max B.

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

PUB DATE- Oct 84

NOTE- 111p.; For related documents, see ED 230 768-773 and CE 039 759-761.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Agribusiness; *Agricultural Education; Competence; *Competency Based Education; Farm Occupations; Natural Resources; *Outcomes of Education; Program Effectiveness; *Program Improvement; Secondary Education; *Vocational Education

IDENTIFIERS- *Applied Principles Achievement Test; Florida

The central purpose of this study was to assess the level of mastery of Florida secondary students enrolled in applied principles of agribusiness and natural resources occupations programs during the 1982-83 school year. In addition, the study sought to determine which recommended competencies were in fact being taught by teachers. The data were collected from 1,039 students and 44 teachers of agriculture. Using the 60-item Applied Principles Achievement Test (APAT), the study found that the students' mean level of mastery was slightly more than 52 percent. Students performed best on APAT questions related to the core component (agricultural business management, agricultural mechanics, leadership, and citizenship), agricultural production, and agricultural resources sections. Performance was poorest in the areas of ornamental horticulture, agricultural mechanics, and forestry. Students who scored highest were usually members of Future Farmers of America (FFA), were involved in supervised occupational experiences, planned to continue with postsecondary education or enter the military, and planned to enter an agricultural occupation. In addition, the study found that 65 of the 140 recommended competencies were taught by 75 to 100 percent of th4 teachers, and 51 competencies were taught by 50 to 75 percent of the teachers. On the basis of the data collected and analyzed, the investigators recommended strengthening instruction in applied principles by improving teacher preparation, improving the curriculum, and creating instructional materials. They also recommended encouraging students to join FFA and participate in supervised occupational experiences. (The APAT and survey instruments listing competencies make up more than half the document.) (KC)

ED 249 367 CE 039 786

What Should the GED Tests Measure?: Some Proposed Changes.
American Council on Education, Washington, D.C. General Educational Development Testing Service.
PUB DATE- 9 Nov 84
NOTE- 66p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; *Equivalency Tests; High School Equivalency Programs; Models; Secondary Education; *Test Construction; *Test Format; Testing; *Test Items
IDENTIFIERS- *General Educational Development Tests

This document, prepared as a conference handout, consists of a description of the revised General Educational Development (GED) Tests scheduled for introduction in 1988 and a series of recommendations concerning the content of future GED tests, which were formulated by a committee appointed by the Commission on Educational Credit and Credentials to review GED testing. The committee's recommendations for the GED Tests include the following: greater focus on high-level thinking and problem-solving skills, a clear emphasis on the relationship of skills to aspects of the world of work, questions that reflect an awareness of the role and impact of computer technology, test items that address certain consumer skills, and the use of settings on the test that adult examinees would recognize. The next section of the handout includes discussions of the content, levels, and format of the writing, social studies, science, literature, and mathematics tests. Overall details of the test battery are outlined. Concluding the guide are a list of GED Test Specifications Committee members and a series of reference lists dealing with GED testing and individual subject areas covered on the tests. Sample items from the individual tests in the battery and a list of formulas are appended. (MN) presenting a course in the occupational area of respiratory therapy aide. Included in the first part of the guide are a program master sequence; a master listing of instructional materials, equipment, and supplies; an overview of the competency-based vocational education (CBVE) system; and guidelines and strategies for addressing students with special needs. The major part of the publication comprises instructor's guide sheets, master copies of the instructor's final checklist, master copies of the check-out activity sheets, answer keys for the check-out activity sheets, a listing of recommended references and audiovisual materials for the respiratory therapy aide modules, and student modules. Provided in the student modules are learning activities, instruction sheets, and self-check activities dealing with the following topics: learning about respiratory therapy careers, learning respiratory therapy terminology, assisting with oxygen administration, setting up a mist tent or vaporizer, providing for respiratory clearance, and instructing and assisting with breathing exercises. (MN)

ED 249 380 CE 039 829

Cave, Julie; And Others
Health Services: Clinical. Radiographic Aide. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 70p.; For related documents, see CE 039 821, CE 039 823, CE 039 825, and CE 039 827.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; *Biomedical Equipment; Classroom Techniques; *Competency Based Education; *Diagnostic Tests; Employment Opportunities; Equipment Maintenance; Equipment Utilization; Health Services; Instructional Materials; Learning Modules; Lesson Plans; *Medical Assistants; Medical Services; Physical Examinations; Postsecondary Education; *Radiologic Technologists; *Radiology; State Curriculum Guides; Student Needs; Teaching Methods
IDENTIFIERS- Kentucky; Special Needs Students

ED 249 392 CE 039 842

Keeton, Martha; And Others

Public Service Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.

Kentucky State Dept. of Education, Frankfort.

PUB DATE- 83
NOTE- 344p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Education; Administrators; Behavioral Objectives; Career Education; *Career Exploration; *Competency Based Education; Course Descriptions; Criminology; Fire Fighters; Government (Administrative Body); *Government Employees; Judges; Junior High Schools; Lawyers; Learning Activities; Librarians; Police; Police Education; *Practical Arts; Public Agencies; *Public Service Occupations; School Administration; Secondary Education; Service Workers; State Curriculum Guides; Student Evaluation; Teacher Education; *Teaching (Occupation); Teaching Guides; Vocational Education
IDENTIFIERS- Kentucky; Special Needs Students

This manual provides curriculum materials for implementing a career exploration class in public service occupations within a Practical Arts Education program for middle/junior high school students. Introductory materials include the program master sequence, a list of public service occupations, and an overview of the competency-based instructional system for practical arts. The instructor's guide to learning activities contains guide sheets for each task assignment sheet; these guide sheets present objectives, attitudes and values to be developed, checkout activities, recommended references and audiovisuals, notes and suggestions for instruction, and references and necessary tools and equipment. Master copies of learning activities are included. Appendixes include a list of practical arts videotapes, a list of references appropriate for career exploration, and ideas for addressing students with special needs. The 40 student task assignment sheets are also included. Each contains the following components: an introduction, objectives, learning activities, checkout activities,

complaint from dictation, before each job. Jobs include typing a subpoena, typing a deed to secure a debt and a note from a rough draft, typing a divorce complaint from dictation, typing a rough letter, and typing a warranty deed. (YLB)

ED 249 407 CE 039 870

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 3. Office Occupations.

Georgia State Univ., Atlanta.; Macon Area Vocational-Technical School, GA.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

PUB DATE- 82

NOTE- 19p.; For other Student Packets, see CE 039 866-871.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - [illegible]ssroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Individualized Instruction; Job Skills; Learning Activities; Occupational Information; *Office Occupations Education; *Office Practice; Postsecondary Education; *Secretaries; *Simulation; *Typewriting

This is the third of four student packets forming part of a position simulation for use in an office applications laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to learn the tasks and duties performed by a legal secretary. The packet, which begins with a simulated office schedule for one 8-hour day, includes 5 numbered jobs and supplies (any necessary letterhead or special forms). Instructions are provided immediately before each job. Jobs include typing a garnishment, typing a letter of lis pendens, transcribing office-style dictation from tape, typing an original complaint and rough letter, and typing a power of attorney. (YLB)

ED 249 408 CE 039 871

counselor education recommend or require the purchase of malpractice insurance for their students, a 20 percent random sample of 287 master's level counselor education programs, listed in "Graduate Study in Psychology, 1982-83," were surveyed. The return rate was 80 percent (N=46 of 57 programs surveyed). Ninety-eight percent of the respondents indicated their students had direct client-counselor contact in their internship experience; however, only 48 percent of the programs recommend that their graduate students purchase malpractice insurance during the internship portion of their graduate training, and only 15 percent require that malpractice insurance be obtained. Fifty-six and one-half percent of the survey respondents reported that malpractice insurance is a topic in their curriculum. With increased client-counselor contact, counselor education programs, universities, professors, and students appear to be at risk for possible lawsuits. Counselor education programs might seriously consider mandatory malpractice insurance for all students offering direct counseling services. (Author/BL)

ED 249 423 CG 017 742

Hesser, Al

Adolescent Career Development and the Family System.

PUB DATE- Mar 84

NOTE- 9p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adjustment (to Environment); *Adolescents; *Career Development; Decision Making; Family Environment; *Family Influence; Group Unity; Occupational Information; Secondary Education

Trends in recent literature advocate a family systems approach to career development. To examine associations between process aspects of adolescent career development and family adaptability-family cohesion, 262 Virginia high school students (157 females, 105 males) completed the Career Development Inventory, the Assessment of Career Decision Making, and the Family Adaptability and Cohesion Evaluation Scales. An analysis of the results showed that significant linear relationships existed between specific career

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *Community Cooperation; *Cooperative Planning; Financial Support; Gerontology; Older Adults; Program Descriptions; *Social Services; Social Work
IDENTIFIERS- *Ohio (Cleveland)

An innovative effort in problem-solving has resulted in mutual cooperation between community volunteers, social service agencies, interested individuals, and private enterprise in funding the provision of social services to senior citizens living in a downtown Cleveland resident hotel, the Carter Manor. The cooperative effort began with the initiation of public transportation to assist the elderly with shopping and medical appointments. Subsequent resident concerns which were addressed included safety, isolation, recreation, and information on community resources. A Committe of Concerned Agencies was formed to address the residents' needs. As a result, social work, visiting nurse, and case aide services were initiated at Carter Manor. The scope of these services ranges from completing forms and clarifying bills to working with individual residents. One benefit of these programs is the reduction in resident admissions to acute care facilities. Efforts are currently underway to replicate this service model in other congregate living sites in Cleveland. (BL)

ED 249 438 CG 017 758

Oresick, Robert J.; And Others
Person Memory in Good Intuitive Judges of Personality.
PUB DATE- Aug 83
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Association (Psychology); College Students; Higher Education; Intuition; *Memory; Personality Traits; *Recall (Psychology); *Social Cognition
IDENTIFIERS- *Person Perception

Recent work in person memory combines cognitive models of memory with theories of social cognition. To examine the accuracy of person perception, 66 college students (24 males, 42 females) were administered a programmed case using 21 episodes. After 15 minutes

Differences in Memory Aging Research" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; *Aging (Individuals); Cognitive Processes; *Incidental Learning; *Individual Differences; *Memory

Research has suggested that memory performance may be related to the extent of stimulus processing during acquisition. To examine processing efficiency and processing deficiency differences between younger and older adults, four studies were conducted. In the first study, young and old adults rated word lists, manipulated for generation specific familiarity, and completed a free-recall test. Results showed that young adults recalled more words than older adults. However, on the word list, older adults did better than younger adults. In the second study, subjects rated word lists and completed a forced-recall test to investigate the role of individual differences in incidental learning. The results produced were identical to the first study. In addition, an effect of cardiovascular health status on unfamiliar materials was found. In the third study, subjects rated a single word list and completed individual difference measures of anxiety, intelligence, education, and mental activity. The results showed the existence of a difference between younger and older healthy adults, and that cardiovascular health status did effect performance for both unfamiliar and familiar words. Level of education and mental activity were positively correlated with performance. In the fourth study, subjects, varied by mental activity while holding educational level constant, rated word lists. The results showed that level of education was the important individual difference rather than mental activity. These findings suggest that age-related memory differences reflect a combination of inefficiency of processing and actual loss of processing capacity, both of which are modulated by individual difference variables. (BL)

ED 249 453 CG 017 773

Canter, Mathilda B.
Men and Relationships in the '80's.
PUB DATE- 24 Aug 84

predicted that encoding a sentence into memory for later recall would require more cognitive resources than reading a text to answer immediate questions, and that the modeling process would be more resource consuming, the greater the number of propositions. Undergraduate students acted as subjects for the experiments and word reading time was the dependent variable. In the first experiment, which involved both recall and question answering, 93 subjects read 15 passages, and in the second experiment, 58 subjects read 13 different passages. In both conditions, readers spent a longer time reading the final word than the remaining words in each sentence. Such sentence "wrap-up" was stronger in the recall than in the question answering condition. In both conditions, the final word processing increased with the amount of information in the sentence, and was diminished in sentences that contained a major clause. Similarly, the final word processing decreased with the serial position of the sentence in a passage. The results indicated that the readers used the end of a sentence, and to a lesser extent the end of a major clause, as an occasion to abstract the essential ideas of the sentence and to integrate them with the growing representation of the text. (HTH)

ED 249 468 CS 007 794

Quandt, Ivan; Selznick, Richard
Self-Concept and Reading. Second Edition.
International Reading Association, Newark, Del.
PUB DATE- 84
NOTE- 36p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714 (IRA Book No. 841, $2.00 member, $3.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Elementary Education; *Oral Reading; *Reading Instruction; Reading Interests; Reading Material Selection; Reading Skills; *Self Concept; *Self Concept Measures; Self Esteem; *Teacher Role; Teacher Student Relationship; Teaching Methods

Defining self-concept as all the perceptions individuals have of themselves, this booklet examines research-based thinking concerning the relationships that exist between reading and

Informal Assessment in Reading: Group vs. Individual.
PUB DATE- Sep 84
NOTE- 12p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (1st, Kansas City, MO, September 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Evaluation Methods; Group Testing; Individual Testing; *Informal Reading Inventories; *Reading Achievement; Reading Diagnosis; *Reading Research; *Reading Tests

A study was conducted to determine whether informal group assessment instruments could be used effectively to provide the same type of reading achievement information as that secured from informal individual instruments. The researchers developed group instruments comparable to individual instruments, including a group reading inventory for grades 1 through 12, cloze inventory for the same grades, specific comprehension skills assessments, and specific study skills assessments. The Group Reading Inventory (GRI) and published Individual Reading Inventory (IRI) were administered to 312 students who were expected to have reading levels ranging from the preprimer level to grade 12. The results of the two inventories were then analyzed to determine the amount of correlation between the functional reading levels of each. There was a statistically significant correlation between the scores on the GRI and on the IRI. Findings suggest that since both kinds of inventories tend to diagnose comparable functional reading levels, the GRI is a valid alternative to the IRI for assessing reading levels, and at a considerable saving of class time. (HTH)

ED 249 483 CS 007 817

Mason, George E.; And Others
Computer Applications in Reading. Second Edition.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-936-8
PUB DATE- 83
NOTE- 224p.; For the first edition, see ED 173 771.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714 (IRA Book No. 936, $5.50 member, $8.00 nonmember).

writing, and that correctness does not have to be a major concern in the teaching of writing. Although computer assisted instruction for the language arts classroom is still in its infancy, researchers are already developing tools that help writers by interceding in writing processes. Effective prewriting programs, for example, offer the type of instruction trained teachers give in writing conferences. Research findings also confirm five important assets to word processing: (1) students often develop into more fluid writers; (2) revision is more intensive and varied, and is sustained over a longer period of time; (3) illegible handwriting is no longer an obstacle; (4) since they no longer have to recopy, students are more willing to revise; and (5) writers develop a deeper understanding of their writing processes. Other researchers are developing computer software to assist writers with locating and identifying errors. All of these research findings emphasize that microcomputers are helpful in classrooms when they are used integratively, with sound teaching methods, and that they are destructive when used out of context, without respect for the ways students learn to use language. (HOD)

ED 249 498 CS 208 588

Smith, Eugene
Who Shall Teach English?
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English Instruction; *English Teacher Education; Evaluation Methods; Higher Education; *Preservice Teacher Education; Program Descriptions; Secondary School Teachers; *Selective Admission; *Student Evaluation; *Teacher Education Programs
IDENTIFIERS- University of Washington

Potential secondary school English teachers undergo a unique screening procedure at the University of Washington. The education faculty allows the English faculty to recommend qualified candidates for the English education program. Students considering teaching English as a career visit the English department's advisory office, where they complete several prerecommendation requirements, including a half-hour interview with a three-member committee. The requirements for assembling the requisite portfolio intermediate grade, and high school levels; (5) journal writing; (6) journal writing starters; and (7) sharing students' writing in class. In addition, the booklet contains a 12-item bibliography and lists of resources. (FL)

ED 249 512 CS 208 605

Christensen, Linda, Ed.; And Others

A Guide to Integrating Language Arts.

Wisconsin Univ., Madison. School of Education.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Wisconsin Improvement Program, Madison.; Wisconsin Univ., Madison, Univ. Extension.

PUB DATE- 82

NOTE- 52p.; For other guides in this series, see CS 208 608-609, CS 208 611-612, and ED 220 864-865.

AVAILABLE FROM- Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Creative Dramatics; Curriculum Development; Elementary Secondary Education; *English Curriculum; *Integrated Activities; *Integrated Curriculum; *Language Arts; *Listening; News Reporting; Silent Reading; Teaching Methods; Television Viewing; Writing (Composition); Writing Processes

IDENTIFIERS- National Writing Project; Wisconsin Writing Project; *Writing Programs

Two model programs for integrating the language arts and specific lessons that integrate language arts activities for kindergarten through grade 12 are described in this booklet. The two programs are (1) the New Brunswick Comprehensive Reading/Language Arts Program, which has five critical experiences as the core of the program: sustained silent reading, oral and written composing, reading aloud to children, responding to literature, and investigating and mastering basic skills; and (2) the Wisconsin Writing Project, which provides a process model of writing for unifying the language arts through composition. The descriptions of integrated language arts activities include those for webbing (i.e., mapping a variety of experiences that are related to one theme, topic, book, or concept), television viewing, news

IDENTIFIERS- *Theory Practice Relationship

Based on the authors' classroom work and observations since the 1930s, this book is intended to help teach children to write correctly and, at the same time, help them learn to enjoy writing so much that they will want to continue writing throughout their lives. The book offers classroom teachers, school library media specialists, curriculum workers, and college teachers and students practical help and guidance for day-to-day activities, as well as a springboard for classroom experimentation. The techniques described are illustrated with many examples of children's writing, and the book presents solutions to the problems of enhancing creativity and originality while maintaining long term growth in the mastery of language essentials. Following an introduction, the discussions and activities are divided as follows: (1) writing and growth; (2) beginning writing; (3) practical writing; (4) personal writing; (5) children's verse; (6) case studies of individual growth in writing; (7) writing, reading, and literature; (8) recent research related to the authors' classroom findings; (9) supplemental stories; and (10) supplemental verses. (HTH)

ED 249 527 CS 208 621

Sloan, Glenna Davis

The Child as Critic: Teaching Literature in Elementary and Middle Schools. Second Edition.

REPORT NO.- ISBN-0-8077-2705-9

PUB DATE- 84

NOTE- 168p.; For the first edition, see ED 116 226.

AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10017 ($15.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Education; Fiction; *Integrated Activities; *Language Arts; Literacy; *Literary Criticism; Literary Genres; *Literature Appreciation; Middle Schools; Poetry; *Teaching Methods; *Writing (Composition)

Intended for teachers, language arts supervisors, curriculum designers, and others interested in the teaching of English in elementary and middle schools, this book proposes a way of unifying the language arts in a program that makes literature the center of language studies. The first chapter includes a discussion of the

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Advertising; Film Libraries; *Film Production; *Films; *Film Study; History; *Machinery Industry; Media Research
IDENTIFIERS- *Caterpillar Tractor Company; Corporate History; *Film History

Film historians have tended to overlook the industrial film even though it has been widely used as a sales tool since early in this century. The Caterpillar Tractor Company was one of the first to adopt this medium as a means of demonstrating what its machines could do in a variety of situations. While other types of films have been made by Caterpillar over the years, including safety, public interest, and training films, all have become part of the firm's marketing effort. Most of these films, comprising a library of almost 400 titles, still exist in the company's archives. Together they document the use of film by a large corporation. Filmmaking at Caterpillar can be divided into four periods. Little footage from the early years up to 1928 has survived, but there is enough to show that these films dealt primarily with equipment demonstration. Over 100 films were produced between 1929 and 1941; some introduced new equipment and its applications while others either presented ideas on how to do a job or developed the corporate image. Few films were made during World War II, but two that were produced in 1942 are of historic interest. They document the building of the AlCan Highway and the Cen-Al pipeline. Some 260 films have been produced since the war, mostly concept films, equipment demonstrations, and industrial travelogues. Some of the best are safety related and employ professional stunt men in well-staged accidents in an attempt to instruct machine operators in correct operating techniques. (RBW)

ED 249 542 CS 504 700

Veenendall, Thomas L.; Freeman, Andrew R.
Making an Internship Program Successful: The Necessary Ingredients.
PUB DATE- Aug 83
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Education Work Relationship; Higher Education; *Internship Programs; Professional Education; Program Descriptions; *Speech Communication; Speech Curriculum; *Teaching Methods;

and universities to teach students critical thinking skills from a liberal arts perspective, this paper points out that there are few descriptions of how these skills can be taught. Using the canons of classic rhetoric, the literature is reviewed to discover the skills that arise from invention, organization, composition, memory, and delivery, and concludes that students need critical thinking skills that will help them expand perspectives, draw themes together, draw conclusions, present organized data consistent with audience expectations, and write in oral style. Labeling these as framing, scenario, prescription, and imagining skills, the paper presents exercises designed to assist students develop each skill within a public speaking course. Finally, the paper offers suggestions for testing critical thinking. (FL)

ED 249 557 CS 504 716

Oseguera, A. Anthony
Television Criticism: A Multifarious Approach.
PUB DATE- 84
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aesthetic Values; *Content Analysis; Drama; *Film Criticism; Imagery; Interdisciplinary Approach; Interpersonal Communication; Linguistics; *Literary Criticism; Public Relations; *Rhetorical Criticism; Semiotics; Speech Communication; *Television; Television Research; Theories
IDENTIFIERS- *Television Criticism

Recognizing the need for a multifarious approach to television, this paper provides the reader with the following multidimensional approaches to television criticism: rhetorical, dramatic, literary, cinematic, content analysis, myth, linguistics, semiotics, phenomenalism, phenomenology, interpersonal communication, public relations, image, classification, and criticism. The paper demonstrates how each of these approaches might be used to critique television art. For example, the section on rhetorical criticism provides the reader with "extrinsic" and "intrinsic" elements; dramatic criticism renders a schema beginning with the inciting incident and culminating with denouement; cinematic criticism offers Eisensteinian and Bazinian theories as represented in fiction and nonfiction films; image as criticism offers Boorstinian and Bazinian theories regarding pseudoevents and the relationship entertained and resolved in carrying out an assessment of institutional philosophy, and of the planning process for meeting the computing needs of an increasingly growing body of users, are listed. A synopsis of an important book, "Campus Computing Strategies," that outlines computer policy formulation activities at leading American universities is also provided. Finally, the current status of OISE computing hardware facilities (terminals and cable connections) is tabulated. (Author/TE)

ED 249 572 EA 017 070

Critical Issues in Elementary and Secondary Education: A Discussion Guide for Christians.

National Council of Churches of Christ, New York, N.Y.

PUB DATE- 82

NOTE- 43p.; Includes pamphlet: "A Call to the Churches to Engage the Issues of Public Education in Study and Action."

AVAILABLE FROM- Publications Sales, National Council of Churches/Education in the Society Unit, 475 Riverside Drive, Room 710, New York, NY 10115-0050 ($2.50; quantity discounts).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Christianity; *Churches; Church Responsibility; Church Role; *Discussion (Teaching Technique); Educational Assessment; Educational Benefits; Educational Finance; Educational Objectives; Educational Responsibility; *Elementary Secondary Education; Instructional Materials; Local Issues; Moral Issues; Political Issues; *Public Education; Resource Materials; *Teaching Guides

This guide for discussing underlying issues in public elementary and secondary education was prepared for the purpose of encouraging and enabling conversation and action within and among local churches, and deals with the following six issues: (1) Whose understanding of education gives direction to educational activity? Whose goals prevail? (2) Who are the partners sharing educational work in our community? Who is responsible for education? (3) Who benefits or profits from education in the community? (4) Who pays for the education of children and youth in the community? (5) What methods, materials, and procedures are necessary for education in the community? and (6) How can we ascertain the quality of education in the community? For each issue, there are sections clarifying the issue, listing questions to help participants gain a

teacher behaviors. Research on time usage has demonstrated that the same amount of learning time can have different consequences, depending on both student attention and appropriate instruction. The discussion of classroom management research concludes that good management skills provide a necessary, but not sufficient structure for active classroom learning. The section on teacher expectations focuses on the need for teachers to moderate their differential interaction patterns with high and low achieving students. An extensive study on teacher effectiveness has established correlations between student achievement scores and teacher behavior patterns. Successful teachers were identified as those who were more active in presenting, explaining, illustrating, and reinforcing concepts, while those teachers with lower student achievement gains relied more on seatwork. The section on specific teacher behaviors summarizes research conclusions in 5 general aspects of teaching: quantity and pacing of instruction, giving information, questioning the students, reacting to student responses, and handling seatwork/homework assignments. Three general conclusions are drawn from the review as a whole: (1) research findings have the potential to affect classroom practice; (2) research findings need to be systematically disseminated in teacher education programs; and (3) new research is needed to clarify the relationship between classroom process variables. (TE)

ED 249 586 EA 017 111

Emmer, Edmund T.
Current Research on Effective Classroom Management.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 16p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Class Organization; *Classroom Communication; *Classroom Environment; *Classroom Techniques; Educational Planning; Elementary Secondary Education; Student Behavior; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; Teaching Conditions; Teaching

of computer systems, (2) computer applications, (3) developing thinking skills through programing, (4) computer science, and (5) the societal impact of computers. (TE)

ED 249 600 EA 017 147

Evaluation of the Unified Compensation and Classification Plan.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Mar 83
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administration; *Compensation (Remuneration); Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; Experience; Inflation (Economics); *Job Analysis; *Occupational Information; *Promotion (Occupational); Salaries; Salary Wage Differentials; Staff Development
IDENTIFIERS- Dade County Public Schools FL

The Unified Classification and Compensation Plan of the Dade County (Florida) Public Schools consists of four interdependent activities that include: (1) developing and maintaining accurate job descriptions, (2) conducting evaluations that recommend job worth and grade, (3) developing and maintaining rates of compensation for job values, and (4) maintaining equitability in the system. In the evaluation of these four areas serious problems were identified: job descriptions were incomplete; inappropriate factors were used to determine job worth; the grade-to-compensation conversion was not reasonable; and the administrative and maintenance activities did not keep the system current and equitable. The reasons for these problems are outlined and the report concludes that the system was flawed at its inception, had high inflation rates, was understaffed, and did not follow important procedureal requirements. The report recommends replacement of the system over a 9-month period and provides nine interim recommendations. Included are five appendixes and a bibliography. (MD) research-based models for staff development and inservice education are discussed, followed by an examination of articles that describe various programs and strategies that have been implemented. A 34-item reference list is appended. (MLF)

ED 249 615 EA 017 176

Grayson, Judith M.; And Others
Identifying Effective Practices and Programs: A Guide Book.
SPONS. AGENCY- California State Dept. of Education. Sacramento. Office of Special Education.
PUB DATE- Dec 83
NOTE- 94p.
GRANT- 19-03651-Y615-00-82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Data Collection; Decision Making; Elementary Secondary Education; Evaluation Criteria; Flow Charts; Information Utilization; Needs Assessment; *Program Evaluation; *Research Design; *Research Methodology; *Special Education
IDENTIFIERS- *Effective Practice Identification

Methods of identifying effective special education practices are analyzed to help practitioners identify and adopt such practices. The contents of this guide include a flowchart for effective practice identification (EPI), an analysis of decision-making steps in this process, and two examples of identification procedures. The decision-making steps outlined are (1) setting goals, (2) delineating relevant issues, (3) nominating programs to be studied, (4) selecting programs from those nominated, (5) developing criteria for evaluating practices, (6) specifying the information needed, (7) developing procedures to document programs, (8) planning a strategy for disseminating findings, and (9) designing a replication support system to help new sites adopt effective practices and programs. The material outlining each step presents definitions of relevant terms, methods and procedures for executing the step, the step's relationship to other steps, questions to guide decision-making, and normative results. The examples provided describe, first, how the California State Department of Education's Office of Special Education used EPI to obtain information for school districts statewide, and, second, how a school district might use EPI to evaluate a practice for potential adoption. An

regulatory control to providing subsidies that include extra compensations for the poor and slightly more regulatory control over school standards. Sponsors of voucher plans believe that choice is a requirement for school improvement and that competition improves school delivery systems. They feel the plan's simplicity eliminates complex administrative processes, is inherently fair, and will add innovation and diversity to schools. Critics argue that the plan has uncertainties, that the schools could loose their common core curriculum, that costs could vary, and that it may require added bureaucratic procedures. They express concerns that a competitive environment brings potential for abuse, increases social stratification, and gives public support to religious schools. In the 1970's the Office of Economic Opportunity and the National Institute of Education conducted research on voucher systems, but it was unsuccessful and provided little information on whether such systems can work. Major questions about voucher proposals remain. (MD)

ED 249 630 EA 017 196

Sharman, Charles S.
Decision Making in Educational Settings. Fastback 211.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-211-9
PUB DATE- 84
NOTE- 37p.; Publication of this fastback was sponsored by the Arizona State University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa Educational Foundation, Eighth Street & Union Avenue, jBox 789, Bloomington, IN 47402 ($.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Committees; *Decision Making; Elementary Secondary Education; *Forced Choice Technique; *Force Field Analysis; Information Needs; *Leadership; Participative Decision Making; *Problem Solving
IDENTIFIERS- *Brainstorming; Compromise; Nominal Group Technique

This booklet reviews decision-making, an important part of administrative processes, from the perspective of school teachers and other educators. The two most commonly used processes are the rational decision-making process (identify the problem, evaluate

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Finance; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Pamphlets; Postsecondary Education; *Program Budgeting; Public Education; School Effectiveness; State Aid; State Officials; State School District Relationship; Tables (Data); Teacher Salaries
IDENTIFIERS- *Excellence; *Kansas

The Governor's recommendations to the 1984 Kansas Legislature are summarized in this pamphlet. Elementary-secondary level recommendations include additional state aid to school districts, some to be used exclusively for teacher salaries; "full" teacher certification to be achieved only after successful completion of a year of internship in a teaching position; and more funds for inservice education. Curriculum initiatives include reestablishment of a competency-based education testing program, an increase in graduation requirements, and the addition to the Department of Education of two additional program specialists in mathematics and science. Recommendations for higher education reflect the Board of Regents' request to prioritize faculty salaries, equipment, capital improvements, and major maintenance needs as the greatest areas of concern. Continuation of support is recommended for the community colleges and the various vocational training institutions. Six tables distributed throughout the pamplet illustrate proposed and past budgets. Brief concluding remarks direct parents, students, teachers, school boards, the business community, and legislators to involve themselves in improving the public educational system in Kansas. (MLF)

ED 249 645 EA 017 219

Hoke, Mary Ellen
Research Report on the Japanese School System, Computer-Aided Instruction in Japan and the Japanese Home Computer Market.
Houghton Mifflin Co., Boston, MA.
PUB DATE- 84
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; College Entrance

from the research is that, in any school improvement effort, the key actors tend to contribute in different ways: principals contribute to both practice-related mastery and plans for continuation; local facilitators contribute to both teacher commitment and perceived efficacy; and external facilitators contribute to practice-specific mastery. Practical implications of these findings are provided for principals, central administrators, and facilitators. The paper concludes with three general recommendations related to coordinating assistance in school improvement efforts: (1) both local and external facilitators should perceive implementation in terms of the 10 outcomes listed in table 1; (2) local and external facilitators should work out a division of labor; and (3) facilitators should locate and involve a central administrator committed to successful implementation. (TE)

ED 249 659 EA 017 256

Loucks, Susan F.
Defining Fidelity: A Cross-Study Analysis.
Network of Innovative Schools, Inc., Andover, Mass.
PUB DATE- Apr 83
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Educational Innovation; Elementary Secondary Education; *Federal Programs; Information Dissemination; *Information Utilization; Program Effectiveness; *Program Implementation; Program Validation; Teacher Effectiveness; Teacher Participation; Teacher Role; Teaching Methods; Transfer of Training
IDENTIFIERS- National Diffusion Network; *Program Adaptation; Rand Change Agent Study; SRI International Study National Diffusion Network; Study of Dissemination Efforts Support Sch Improv

Teachers who implement new programs have often been observed to adapt them to suit their own teaching situations. This process of adaptation raises four important issues: (1) Can teachers replicate practices developed elsewhere? (2) Can they be equally effective in doing so? (3) Must adaptation occur for implementation to succeed? and (4) Can different kinds of adaptation be discerned, some valued

DESCRIPTORS- *Agency Cooperation; Behavior Disorders; *Communication Skills; Computer Software; Cooperation; Elementary Secondary Education; *Interpersonal Relationship; *Mental Retardation; Multiple Disabilities

Following a description of the proceedings of the conference (including sponsors and a 3-day program), 12 papers are presented on the communication problems of the mentally handicapped. The keynote address, by S. Segal, reviews trends in teaching communication to mentally retarded persons, including the impact on teaching of British legislation and of computer technology. Subsequent papers include the following: "Communication between Agencies" (D. Leighton); "Improving Communication between the Caring Professions" (G. Carroll); "Towards a More Effective and Integrated Service" (A. Davison); "Makaton in the 1980's" (M. Walker); "The Development of Communcation Skills: Where Should We Go Next?" (C. Kiernan); "Communication Difficulties and Visually Handicapped People" (D. Ellis); "Educating Multiply Handicapped Children with Severe Behavioral Problems" (M. Jones); "A Computer Aided Implementation of Precision Teaching" (D. Lyons); "Overcoming Problems Facing Parents and Relatives" (T. Greaves); "Is That All Right for You?" (W. Apps); and "A Parent's Story" (M. Collins). Appendixes list the Makaton Vocabulary, and chart and list the organization for the Makaton Vocabulary Development Project. (CL)

ED 249 674 EC 170 470

Walker, Margaret

Makaton in the 1980's. .

PUB DATE- 84

NOTE- 21p.; In Communication Problems of the Mentally Handicapped. Occasional Paper No. 28; see EC 170 469. Light, broken type may affect reproducibility.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Communication Skills; Disabilities; *Mental Retardation; *Sign Language

IDENTIFIERS- *Makaton Vocabulary

The paper examines the use of the Makaton Vocabulary, a language program designed to provide a controlled method of teaching approximately 350 signs from British Sign Language with speech, to mentally handicapped and other language handicapped persons. The community. Structured life history interviews were also conducted with parents or other close family members of 37 of the 46 subjects. Questions focused on the impact of the handicapped child on the family and the child's developmental history, including behavioral characteristics during the teen years. For 85% of Ss, adolescence was seen as a time of acute stress in the two primary areas of parent/child relations and identity issues. Serious behavior problems were reported for 61% of Ss. The following contributing factors to a high incidence of emotional problems were reported: (1) absence of normative expectations by parents; (2) lack of a peer support network; and (3) adolescent emotional over-responsiveness, linked to a deficit in the socialization of emotionality. Consistent relationships between patterns of parenting behavior and the symptomatic behavior of the retarded adolescent were noted. (JW)

ED 249 690 EC 170 491

Scruggs, Thomas E.; Mastropieri, Margo A.
Learning Characteristics of Gifted Youths: Precocious Strategy Use.
PUB DATE- Apr 84
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Gifted; Junior High Schools; *Learning Strategies; *Mediation Theory; *Recall (Psychology); *Verbal Learning

In two experiments, differences were investigated between youths (mean age 13 years) and comparison groups with respect to (1) performance on paired-associate tasks involving meaningful and nonmeaningful words, (2) reported use of spontaneously produced learning strategies, and (3) degree to which learning strategies facilitated recall. Under free-study conditions, gifted youths outperformed their age peers in recall and strategy use, for both meaningful and nonmeaningful word pairs. In both experiments, gifted youths differentially benefited from mediational strategy use. Findings support the notion that gifted youths differ with respect to strategy use from their age peers and that they employ and benefit from strategies more like those used by older subjects. These learning strategies, when produced in sufficient numbers, accounted for a large part of the observed performance differences

ED 249 706 EC 170 807

Faas, Larry A.
Stress Producing Factors and Their Effects on Learning Disabilities Specialists, Regular Educators, and Other Special Educators.

PUB DATE- 29 Feb 84
NOTE- 11p.; Paper presented at the Annual Convention of the Association for Children and Adults with Learning Disabilities (21st, New Orleans, LA, February 28-March 2, 1984.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *Coping; *Disabilities; Elementary Secondary Education; Special Education Teachers; *Stress Variables; *Teacher Attitudes

The extent to which various factors were stress producing, the effects of stress, and coping methods used by 274 regular and special educators and administrators were examined. Ss completed questionnaires on descriptive variables (such as age, sex, type of assignment and level of academic preparation) and indicated stress of 52 factors. They also reported frequency of stress effects and use of stress reduction techniques. Results revealed differences in levels of stress reported by teachers of learning disabled (LD) and mentally handicapped students (e.g., scheduling problems were significantly more stress producing for teachers of LD students); by special education and regular education teachers (e.g., lack of breaks and preparation time was significantly more stress producing for special education teachers); and by teachers in self-contained and resource room programs (e.g., discipline and behavior problems and feeling of personal isolation were significantly more stress producing for teachers in self-contained classrooms). Paperwork, procedural red tape, discipline and behavior problems and disinterested parents were high stress producers for all groups. Results further indicated that 79% of the special educators experienced at least one period of high anxiety per month, 66% reported periods of depression one or more times per month and 25% reported loss of appetite at least once a month. Frequently cited coping strategies included talking with one's spouse or colleagues,

IDENTIFIERS- *Related Services

The paper examines current problems, controversies, legal disputes, and judicial rulings regarding the provision of related services to handicapped students. Following a section on background information, statutory requirements are specified and compared in chart form. A summary of legal disputes focuses on specific services (such as catheterization, tracheotomy tube assistance, psychotherapy, and occupational and physical therapy) and on questions of the intent of the law (regarding limitations in terms of ties to special education or academic achievement or limitations to nonmedical services). An analysis of additional policy considerations addresses current legal precedent, the influence of the judiciary, sensitivity of the issue, variations by state, cost sharing strategies, state statutory solutions, eligibility, and personnel preparation. (CL)

ED 249 723 EC 170 825

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.

American Association of School Administrators, Arlington, Va.; Council of Chief State School Officers, Washington, D.C.; National Association of State Boards of Education, Alexandria, VA.; National Conference of State Legislatures, Washington, D.C.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

PUB DATE- Sep 83

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Costs; *Disabilities; Educational Finance; Elementary Secondary Education; *Federal Aid; Financial Policy; *Financial Support; Program Costs; *Special Education; *State Aid

ED 249 739 EC 170 851

Wang, Margaret C.; And Others

An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program in a Large Urban School System.

Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; New York City Board of Education, N.Y.
PUB DATE- 84
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Disabilities; *Mainstreaming; *Models; Parent Attitudes; Peer Relationship; *Program Effectiveness; *Program Implementation; Teacher Attitudes
IDENTIFIERS- *Adaptive Learning Environments Model

Results are reported from an investigation of the implementation and effects of The Adaptive Learning Environments Model (ALEM), a program designed to provide special education services for mainstreamed handicapped students in regular classroom settings on a full-time basis. ALEM includes components of prescriptive instruction with informal approaches to foster inquiry, independence, and social cooperation. Effects of implementing ALEM in 26 mainstreaming classrooms were evaluated via measurements of degree of program implementation, classroom process outcomes, student academic and attitudinal outcomes, and teacher and parent attitudes and assessments. Results are detailed for four major topics: degree of program implementation, relationship between implementation and selected student outcomes, relationship between degree of program implementation and classroom processes, and teacher and parent attitudes and assessment of program impact. Overall, results supported the feasibility and efficacy of a full time mainstreaming approach for moderately handicapped students in

ED 249 755 EC 170 867

Irving Independent School District, Petitioner v. Henri Tatro, et Ux., Individually and as Next Friend of Amber Tatro, a Minor. On Writ of Certiorari to the United States Court of Appeals for the Fifth Circiut. No. 83-558.

Supreme Court of the U. S., Washington, D.C.

PUB DATE- 5 Jul 84

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Compliance (Legal); *Court Litigation; *Disabilities; Elementary Secondary Education; Medical Services

IDENTIFIERS- *Catheterization (Urinary); Education for All Handicapped Children Act; Related Services

A Supreme Court ruling is presented regarding the provision of clean intermittent catheterization as part of related services mandated under P.L. 94-142, the Education for All Handicapped Children Act. The case argued focused on the needs of a young girl with spina bifida for intermittent catheterization to remove urine from her bladder. The court ruled that such catheterization is not a medical service but rather a related service under P.L. 94-142. The court further held that section 504 of the Rehabilitation Act of 1973 was not applicable when relief is available under the Education of the Handicapped Act to remedy a denial of educational services. (CL)

ED 249 756 EC 170 868

Regulations of the Commissioner of Education. Subchapter P, Pursuant to Sections 207 and 4403 of the Education Law. Part 200--Handicapped Children, Effective July 1, 1984. As Amended April 27, 1984.

This instructor's manual consists of materials for use in presenting a course in the occupational area of radiographic aide. Included in the first part of the guide are a program master sequence; a master listing of instructional materials, equipment, and supplies; an overview of the competency-based vocational education (CBVE) system; and guidelines and strategies for addressing students with special needs. The major part of the publication comprises instructor's guide sheets, master copies of the instructor's final checklist, master copies of the check-out activity sheets, answer keys for the check-out activity sheets, and student modules. Provided in the student modules are learning activities, instruction sheets, and self-check activities dealing with the following topics: learning about radiodiagnostic careers, assisting the patient with the bedpan or urinal, preparing the outpatient for radiographic examinations, and maintaining the radiodiagnostic room. (MN) vocabulary, instruction sheets, and a copy of the instructor's final checklist. Tasks are provided for three families of public service occupations: public safety, corrections, and judicial services; government agencies--local, state, and Federal; and education. (YLB)

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 4. Office Occupations.

Georgia State Univ., Atlanta.; Macon Area Vocational-Technical School, GA.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 82
NOTE- 101p.; For Student Packets 1-3, see CE 039 866-870.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Individualized Instruction; Job Skills; Learning Activities; Occupational Information; *Office Occupations Education; *Office Practice; Postsecondary Education; *Secretaries; *Simulation; *Typewriting

This is the fourth of four student packets forming part of a position simulation for use in an office applications laboratory at the postsecondary level. The purpose of the simulation is to give the student an opportunity to learn the tasks and duties performed by a legal secretary. The packet, which begins with a simulated office schedule for one 8-hour day, includes 5 numbered jobs and supplies (any necessary letterhead or special forms). Instructions are provided immediately before each job. Jobs include handling mail, keeping a petty cash record, typing a quit-claim deed, making a bank deposit, and reconciling a bank statement. (YLB) development process variables (intuitive style, career planning, decision-making information, and world-of-work knowledge) and family adaptability-family cohesion measures. For the total sample, only the decision-making and world-of-work information variables were significantly associated with both family adaptability and cohesion. Among other findings, supplementary analyses produced evidence that the adaptability-cohesion family dimensions were correlated constructs. These findings suggest that both the school and the family system influence an adolescent's career development. (BL)

of filler tasks, subjects were allowed free recall for 30 minutes, followed by impression formation and attribution tasks. Data on memory organization were categorized by interepisodic, temporal episodic, semantic episodic, and local and distant semantic organizations. Subjects were ordered by accuracy scores and divided into good, average, and poor groups. An analysis of the results showed that good, average, and poor judges did not differ in the total number of correct ideas recalled from the life history, nor in the number of ideas recalled per episode. However, good judges showed significantly more distant semantic organization than average or poor judges. All groups retrieved about one third of those episodes missed by the temporal search. All groups used a predominantly temporal search strategy. These findings suggest that models of person perception and memory may have to be expanded to explain why distant association of episodes is related to accuracy in prediction. (BL)

NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age Differences; Counselor Role; *Interpersonal Relationship; *Males; Marriage; Psychotherapy; *Role Perception; *Social Change; Traditionalism

As a result of an effective feminist movement and effective technological developments, men are faceing drastic and dramatic changes in their personal and work lives. Consequently, more men, and specifically more older men, are entering psychotherapy than ever before. Men in their 50's are facing problems associated with shifts away from traditional roles. Men in their 40's are facing problems associated with shared financial responsibilities in second marriages, and men in their 30's are dealing with lifestyle problems and career changes. In general, young men appear more committed to relationships than ever before and more willing to work on their mutually satisfying development. Therapy in the context of the relationship can be most helpful in providing opportunities for growth and self-understanding in which the directed exploration of problem areas can be pursued with the significant people involved. (Several case studies are given to illustrate the changes that are discussed.) (BL) self-concept and describes practical applications of these relationships so that teachers can use them in the classroom to improve self-concepts as well as reading abilities. The booklet's first chapter defines good, poor, and reading self-concepts, and the second examines those aspects of self-concept development that have been established, such as the influence of significant others, age, counteractions, self-concept consistency, and the spiraling process. The third chapter explores two common types of measures, paper and pencil tests and informal observations, used to diagnose the various behaviors associated with self-concept. The fourth chapter outlines techniques for developing a classroom atmosphere conducive to developing positive self-concepts, and the last offers suggestions for improving children's self-concepts through the use of voluntary oral reading. An appendix lists several self-concept measures. (FL)

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Educational Research; Educational Trends; Elementary Secondary Education; Higher Education; Microcomputers; Program Content; Program Development; Readability; *Reading Instruction; Reading Programs; Reading Research; Teaching Methods

Constituting an updated treatment of the use of computers for reading instruction, this book focuses on recent developments in computer assisted instruction and its classroom implications. The ten chapters cover the following topics: (1) the development of digital computers and their programs, (2) college and university centers in computer based reading programs, (3) school applications of computers to reading instruction, (4) computer assessment of readability and textbook analysis, (5) sources of computer services, (6) recommended uses of computers in the reading program, (7) computers in reading research, (8) background information about computers in education, (9) software, and (10) the future of the computer as an aid to reading instruction. (HTH)

of relevant information for the interviewers involve six categories, three of which are designed to generate further reflection by the candidates on their aptitude and motives for teaching. Immediately following the interview, each interviewer rates the candidate on a 10-point scale, with 15 points required for a recommendation. Prospective teachers must then commit themselves to a three-quarter sequence, which combines education courses in psychology, classroom management, and methods of teaching with increasing responsibility in classrooms--from observation and occasional participation during the first quarter, to full or nearly full teaching responsibility during the third quarter. While systematic follow-up studies have not yet been undertaken to assess more formally the value of this recommendation procedure, informal and sporadic reports from secondary school teachers and principals suggest that the university is graduating strong beginning teachers. (HTH)

reporting, and creative dramatics. The booklet concludes with teaching strategies and activities for integrating listening into the language arts. (HOD) central role that literature plays in the development of literacy and reviews three reasons why literature should be part of a child's education. The second chapter is concerned with what it means to teach and study literature and includes a section that details stages in the development of literary understandings. The third and fourth chapters provide literary theory necessary for the development of learning sequences leading to literary understandings. The fifth, sixth, and seventh chapters present numerous examples of teaching strategies that include specifics for lessons designed to foster literary understanding, as well as discussion techniques and suggestions for suitable content in learning sequences. The final chapter details procedures for helping children compose their own stories and poems. An annotated list of selected professional references and a bibliography of all the poems and stories cited are also included. (HOD)

Theater Arts
IDENTIFIERS- Montclair State College NJ

The tremendous growth of the speech and theater program at Montclair State College (New Jersey) over the past six years is partly due to the enthusiasm of both faculty and students toward internships. The benefits of experiential learning, the development of career goals, and the application of classroom theory are three reasons why students are highly encouraged to participate in an internship. There are three particular ingredients that contribute to the success of the internship program: (1) learning the necessary, marketable skills; (2) discovering and using prime locations; and (3) promoting a caring and controlled leadership from faculty members. There are additional factors that allow these three "Ls" to function effectively. One is maintaining effective communication between the "internship triad" of student, faculty advisor, and on-site supervisor. Another is establishing clear expectations and goals before the internship begins. The third is observing firmly established rules and regulations. The program at Montclair also follows selection standards for internship students Once in the program, students are required to maintain a log of daily works, observations, and reactions; give weekly reports to a faculty advisor; complete assignments appropriate to the job description; and complete a final paper on the experience. They must also develop and write a resume. The interns are frequently overwhelmed by the amount of knowledge they gain, the number of professional contacts they make, and the value of the experience they receive. (HTH)

between images and truth; and criticism as criticism substantiates a "stylological" approach to the criticism of other television critics. (HOD) local perspective on the issue, quoting statements about the issue from various church bodies, listing questions to help Christians consider their responsibilities, identifying resources for further study of the issue, and listing questions to help determine a course of action and advocacy; a feedback form for recording summaries of discussion outcomes is also provided. A pamphlet accompanying the guide identifies issues cited by recent national education reports and suggests that aspects of the issues be considered by churches. (Author/DCS)

Methods
IDENTIFIERS- Classroom Management; University of Texas Austin

This presentation provides an overview of research on classroom management, emphasizing results from a program of research conducted at the Research and Development Center for Teacher Education (University of Texas) during the last 5 years. These studies, along with others, provide a basis for describing important dimensions of teacher behavior that account for well-managed classrooms. Classroom management is viewed as the result of three phases of activity. During the pre-active phase (before students arrive), teachers form expectations for student behavior, plan rules and procedures, prepare the classroom setting, and identify activities for students. In the second phase, at the beginning of the year, teachers communicate expectations, students are socialized into the classroom setting, and procedures and routines for classroom activities are established. During the third phase, the remainder of the year, the classroom system is maintained by careful teacher monitoring, prompt handling of problems, and carefully designed and conducted activities. (TE)

appendix examines EPI methodologies as practiced. (MCG)

the problem, collect information, identify alternative solutions, select and implement solutions, evaluate the decision), and the modified rational decision-making process (minimal problem definition, then solution decision). Good leaders should differentiate between routine and nonroutine processes. Nonroutine decisions are complex and require time and careful deliberation. Leaders have the power to make unilateral decisions, but doing so does not mean they will make good decisions. Experience shows better decisions are made when others are involved; whom to involve and when to involve them are important components for successful leaders. Herbert Simon's "Zone of Acceptance" model, posits a zone in which subordinates are willing to accept leaders' decisions without their involvement, as against situations where not being involved would fall outside their zone of acceptance. Speed and accuracy in decision-making are not always compatible. Other decision-making techniques outlined are force field analysis, brainstroming, minimal group technique, forced choices, compromise, and consensus. The booklet includes an exercise in which the reader makes decisions and compares them with correct ones, as well as a brief bibliography. (MD)

Examinations; *Computer Assisted Instruction; *Courseware; Curriculum; *Education; Educational Finance; Educational Media; English (Second Language); Foreign Countries; *Microcomputers; *Organization; Textbooks; Tutoring
IDENTIFIERS- Computer Industry; *Home Computers; *Japan; Test of English as a Second Language

This research report surveys the Japanese educational system, computer-aided instruction (CAI) in Japanese education, and the Japanese home computer industry. The Japanese educational system is found to be dominated by extensive preparation for entrance examinations, with resulting popularity in private tutoring services, preparatory schools, study aids, and exam preparation equipment. There is also a strong emphasis on English language skills in schools. Computer use in Japanese schools is minimal. The home computer market is dominated by relatively inexpensive, cassette-driven hardware. The report's first section is a survey of the contemporary Japanese education system, with chapters on the structure of the educational system, college entrance examinations and their effects on secondary education, alternatives to the examination system, the Ministry of Education, educational administration by local governments, school curricula, school textbooks, instructional aids equipment, educational expenses, private tutoring services and preparatory schools, and the Test of English as a Foreign Language. A section on CAI in Japanese education surveys microcomputers in educational facilities and discusses an experimental CAI project. A third section surveys both hardware and software aspects of the home computer industry. Numerous charts and tables are included in the text, and the appendices offer the following: (1) charts showing the structure of the school system and the organization of the Ministry of Education; (2) English curriculum guides for lower and upper secondary schools; and (3) an advertisement in Japanese for educational software. (DCS) and others not? To address these questions, this paper examines four studies of the change process whose research questions or findings pertain to the replication/adaptation issue: (1) the survey component of the Study of Dissemination Efforts Supporting School Improvement (a study of innovative practices supported by federal programs); (2) the field study component of this same study; (3) the Rand Change Agent Study (an examination of federal "seed money" programs); and (4) the SRI International Study of the National Diffusion Network. For each of these studies, an effort is made to ascertain how the innovation was defined, identify sources of information used to determine fidelity, define the unit of analysis, and summarize the findings. Thereafter, a cross-study examination is presented to discuss the differences in the above studies and to assess the ways in which they have collectively contributed to a better understanding of school improvement practices. (TE) approach stresses two-way functional communcation using a core of basic words. Extension of the program to other types of disorders is noted, and success is claimed in terms of language and concept development as well as in increased eye contact, attention, and sociability. Observations about possible reasons for the success of the Makaton approach are suggested. Appendixes list the Makaton Vocabulary, and chart and list the organization for the Makaton Vocabulary Development Project. (CL)

on verbal learning tasks between gifted Ss and their age peers. (Author/CL) daily exercise, time off from work, and prayer. (CL)

IDENTIFIERS- Education for All Handicapped Children Act

This issue paper focuses on financial aspects of special education, with implications for state and local education policymakers. Background information is supplied on the mandate for free appropriate public education contained in P.L. 94-142, The Education For All Handicapped Children Act. Subsequent sections address the following topics: the cost of special education (difficulties with estimates, national estimates based on a 1981 Rand Corporation study, trends in special education finance); federal and state support of special education (factors influencing each, discrepancies between federal authorization and appropriation levels); and distribution of special education funds (incentives and disincentives of pupil-based, resource-based, and cost-based approaches). Implications of the funding formulas for policymakers are addressed in terms of decisionmaking needs, appropriate education placement, equitable treatment of districts, and efficient administrative and cost-containment practices. (CL)

the ALEM classrooms. Among policy implications noted is that more restrictive placement should be considered only after a full time mainstreaming approach has been tried and found ineffective. (CL)

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

REPORT NO.- NYSED-84-6740
PUB DATE- 27 Apr 84
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; *Due Process; Elementary Secondary Education; Program Descriptions; Program Development; Referral; *Special Education; *State Aid; *State Legislation; State Standards; Student Evaluation; Student Placement
IDENTIFIERS- *New York

The booklet presents regulations of New York's Education Law as it pertains to handicapped children. Fourteen topics are addressed: definitions; board of Education responsibilities; role and function of the Committee on the Handicapped; procedures for referral, evaluation, individualized education program development, placement, and review; procedural due process; continuum of services; program standards for education programs in private schools or state-operated or supported schools; state assistance for instruction of handicapped pupils; state reimbursement to private schools and special act school districts; reimbursement for state-operated and -supported schools serving blind, deaf, and severely handicapped children; admission to public schools of children residing in facilities of the Office of Mental Health and Office of Mental Retardation and Developmental Disabilities or child care institutions; state assistance for transportation; education programs for autistic students; and educational programs (special classes, resource rooms, and home and hospital instruction). (CL)

ED 249 757 EC 170 869

Eabon, Michelle F.
On the Relationship between Impulsivity and Field-Dependence in Hearing-Impaired Children.
PUB DATE- May 84
NOTE- 12p.; Paper Presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Conceptual Tempo; *Deafness; Elementary Secondary Education; Prediction
IDENTIFIERS- *Field Dependence

The study examined the relationship between impulsivity and field-dependence in 44 prelingually deaf and 29 hearing males (6-15 years old). Impulsivity was assessed via the Matching Familiar Figures Test, planning ability was assessed using the Porteus Maze Test Quotient, and field dependence was evaluated on the Children's Embedded Figures Test or the Embedded Figures Test (depending on S's age). Findings supported previous research suggesting that deaf Ss are more impulsive than hearing Ss. The best predictors of impulsivity were planning ability, age, and hearing status. Field dependence was also of value as a predictor when planning ability was removed from the analysis. Statistically significant differences in field dependence were found between deaf and hearing Ss as well as between impulsivity and field dependence within each group. Results suggest that deaf and hearing Ss may be impulsive for different reasons. (CL)

ED 249 758 EC 170 870

Zdunich, Louise

ED 249 772 FL 014 596

Basic Principles for the Education of Language-Minority Students: An Overview. 1982 Edition.

California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.

PUB DATE- 82
NOTE- 38p.; For related document, see FL 014 597.
AVAILABLE FROM- Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00, plus sales tax in California).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Educational Environment; *Educational Needs; *Educational Objectives; *Educational Strategies; Instructional Improvement; Language of Instruction; Language Proficiency; Language Research; *Limited English Speaking; *Minority Groups; Oral Language; *Second Language Learning; Social Status; Student Adjustment
IDENTIFIERS- California; Contextual Interaction Theory

Drawing on and extending the work presented in a companion volume, "Schooling and Language Minority Students: A Theoretical Framework," five principles are presented that represent an integration of recent empirical research in bilingualism, bilingual education, and second language acquisition to help policymakers and educators meet the educational needs of language minority students. In an introductory section, previous theoretical frameworks for language minority programs are reviewed and their deficiencies noted. In five subsequent sections, these principles and their applications for this group are discussed. The principles are that: (1) bilinguals' first and second language development is positively associated with academic achievement; (2) language proficiency is the ability to use language for both academic purposes and basic communication; (3) for language minority students the development of the primary language skills necessary to complete academic tasks forms the basis for similar proficiency in English; (4) acquisition of basic communicative competency in a second language is a function of comprehensible second language input and a supportive

ED 249 786 FL 014 612

Hudson, Judith; Nelson, Katherine

Differentiation and Development in Children's Event Narratives.

Stanford Univ., Calif. Dept. of Linguistics.

PUB DATE- Sep 84
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 23, p50-57 Sep 1984.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Child Language; Discourse Analysis; *Language Acquisition; *Language Styles; *Personal Narratives; Young Children

A study of the development of children's production of two kinds of narratives, script and episodic, had as subjects 60 children aged 3, 5, and 7, with 20 children in each age group. In the experiment, 10 children in each group were asked to produce script narratives ("What happens when you do X?") for 3 events and the other 10 were asked to produce episodic narratives ("What happened one time when you did X?") for 3 events. The initial script and episodic questions were followed by nondirective probe questions. The narratives were analyzed for the number, type (act, elaboration, conditional, or description), and verb tense of propositions and the qualifiers used. A number of differences between the narrative types appeared in the data. Children predominantly used the timeless present tense in script and past tense in episodic narratives, reported more acts and fewer conditionals in script than episodic narratives, and used conditionals primarily to refer to specific moments in time. The two narrative types were distinguished also by the proportion of general and specific information produced, as a function of subject familiarity with the event in question. Children at all ages could produce coherent narratives of each type but both types became more complex with subject age. Five categories of episodic narratives were identified: single act, act list, act sequence, incident, and thematic. Script narratives were found to be more similar than

ED 249 800 FL 014 628

French--Core Program. Introductory Level Guidelines. Youth Education: Teaching Guide No. 2.

Nova Scotia Dept. of Education, Halifax.

PUB DATE- 77
NOTE- 60p.; For related documents, see FL 014 630-633.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; Core Curriculum; Course Descriptions; Curriculum Guides; Educational Objectives; Educational Strategies; Elementary Secondary Education; *FLES; Foreign Countries; *French; *Instructional Materials; *Introductory Courses; *Second Language Instruction
IDENTIFIERS- *Nova Scotia

The curriculum guide for Nova Scotia's core program in French as a second language describes the basic program for beginning students regardless of student grade level, because of the wide range of program entry levels. It is intended that teachers select activities appropriate to the age level and experience of their students. The first section of the guide outlines program structure, objectives, levels of development to be attained in each of the four basic language skills (listening, speaking, reading, and writing), teaching methodology, evaluation and testing, objectives and testing, skills testing, and use of test results. The second section contains teachers' suggestions for a broad range of related classroom activities for early levels of language learning, including recommended activities using television, activity centers, readers, games, cultural activities, and other enjoyable exercises and activities. Some classroom techniques are also suggested. (MSE)

ED 249 815 FL 014 645

Madsen, Harold S.; Murray, Norma

Retrospective Evaluation of Testing in ESL Content and Skills Courses.

PUB DATE- Mar 84
NOTE- 22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Graduate Students; Higher Education; High School Students; *Language Tests; *Second Language Instruction; *Stress Variables; Student Attitudes; *Test Anxiety; Test Construction; Test Length; Test Wiseness

Two studies are presented: one study to complement previous empirical investigations in the field of English as a second language (ESL) concerning test anxiety by having examinees reflect on sources of stress during major examinations, and a comparison between anxiety factors in content and skills courses. In the first study, nine university students enrolled in two graduate courses in teaching ESL (methods and testing) were interviewed following their midterm exam and after having been administered a standardized anxiety instrument. In the second study, 17 pre-college ESL students from beginning to advanced language proficiency were interviewed following their placement exam and after having been administered the same anxiety measure. Findings disclosed that high anxiety students in both groups were troubled by similar factors, such as time constraints and exam length. In addition, student concerns went beyond the usual research interest in exam format to show that factors such as lack of familiarity with question types or perception of exam defects constitute important sources of stress. (Author/MSE)

ED 249 829 HE 017 715

Cowan, Gerri A.

The Relationship between the Values and Attitudes of Department Heads of Administration and Educational Leadership toward Selected Educational Innovations in the Southeastern United States.

PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Deans; *Administrator Attitudes; Administrator Characteristics; *Department Heads; *Educational Innovation; Education Courses; Extension Education; Geographic Regions; Graduation Requirements; Higher Education; Interdisciplinary Approach; *Values
IDENTIFIERS- United States (Southeast)

The extent to which values of college department heads were linked to their attitudes toward selected educational innovations was assessed. Five deans of education were requested to select and rank five innovations from a list of 29. A list of the innovations, the Study of Values survey, and a demographic and descriptive questionnaire were mailed to 42 department heads at Southeast institutions. The 31 male respondents were department heads in institutions offering a master's, educational specialist, and/or doctoral degree in administration and educational leadership. The five innovations were: interdisciplinary seminars, off-campus activities, university without walls, major-field requirements, and specification of meaningful introduction into the the humanities, social sciences, and math and physical sciences. Demographic and descriptive data were collected on: highest academic degree held, length of service in the administrative position, sex, age, size of institution, highest academic degree offered by the department, and department organization. A significant relationship was found between the respondents' attitudes and values toward innovations. There was no significant relationship between the respondents' attitudes and demographic and descriptive variables. (Author/SW)

Bailey, Kathleen M., Ed.; And Others
Foreign Teaching Assistants in U.S. Universities.
National Association for Foreign Student Affairs, Washington, D.C.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 84
NOTE- 138p.
AVAILABLE FROM- National Association for Foreign Student Affairs, Publications Order Desk, 1860 19th Street, N.W., Washington, DC 20009 ($8.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Communication Skills; *Communicative Competence (Languages); *English (Second Language); *Foreign Students; *Graduate Students; Higher Education; *Language Fluency; Second Language Learning; Skill Development; *Teaching Assistants; Verbal Communication; Workshops

The communication difficulties of foreign teaching assistants (TA) in U.S. colleges are addressed in 11 articles, with attention to the problems of the TA system as a whole in the spirit of international educational exchange. Titles and authors include the following: "'The Foreign TA Problem'" (Kathleen M. Bailey); 'Toward an Anthropology of the Classroom: An Essay on Foreign Teaching Assistants and U.S. Students" (Frank Pialorsi); "Linguistic Competence, Communicative Needs, and University Pedagogy: Toward a Framework for TA Training" (Peter A. Shaw, Elena M. Garate); "A Survey of Training Programs for Foreign Teaching Assistants in American Universities" (Nina J. Turitz); "A One-Day Workshop in Oral Communication Skills" (Kathleen M. Bailey, Frances B. Hinofotis); "A One-Week Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students" (William Gaskill, Donna Brinton); "A One-Semester Program for Orienting the New Foreign Teaching Assistant" (Donna Steed Rice); "Problems and Strategies: An Extended Training Program for Foreign Teaching Assistants" (Jean Zukowski/Faust); "An Evaluation of a Training Course for Foreign Teaching Assistants" (Mark Landa, William

ED 249 856 HE 017 742

Jones, Evan; And Others
Post Secondary Education Planning: The Demographic Context. A Discussion Paper.
Western Australia Post Secondary Education Commission, Nedlands.
REPORT NO.- ISBN-7244-6491-3
PUB DATE- Sep 83
NOTE- 29p.
AVAILABLE FROM- Western Australian Post Secondary Education Commission, 16 Stirling Highway, Nedlands, Western Australia 6009.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Demography; Foreign Countries; Population Distribution; *Population Trends; Postsecondary Education; Prediction; Trend Analysis
IDENTIFIERS- *Australia (Western Australia)

The demographic context that will affect postsecondary education in Western Australia is examined, with attention to recent trends in population growth as well as population distribution and projections to the year 2021. The analysis is based on the 1981 Population and Housing Census and population projections of the Australian Bureau of Statistics (ABS). It is projected that Western Australia's population might grow from 1,299,094 in 1981 to 1,859,031 in 2001; the population of Perth might grow to 1,360,811, about 73.2 percent of the state's population by 2001. Within the Perth Statistical Division, the population residing in the North Metropolitan and Southeast Metropolitan areas is likely to grow at faster rates than the population of other areas. Outside the Perth Statistical Division, population projections are unreliable; however, increases would be expected in coastal towns and their adjacent regions as well as in resource development areas. The influence of the Corridor Plan for Perth on future population distribution is addressed. Appendices include: a summary of ABS assumptions concerning population projections for 1981 to 2021; population projections of Western Australia by age groups (17-24, 25-29, and 30-64) for 1981 to 2001; and a map of the Corridor Plan for Perth. (SW)

ED 249 870 HE 017 771

Topencharov, Vladimir
Higher Education in Bulgaria.
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
REPORT NO.- ISBN-92-3-102185-0
PUB DATE- 83
NOTE- 117p.
AVAILABLE FROM- European Centre for Higher Education, UNESCO-CEPES, 39, Stirbei Voda St., R-70732, Bucharest, Romania.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Admission; College Curriculum; *College Faculty; College Libraries; *College Students; Degrees (Academic); Educational History; Enrollment Trends; *Foreign Countries; Foreign Students; *Higher Education; Research; Researchers; School Organization; Study Abroad
IDENTIFIERS- *Bulgaria

Higher education in Bulgaria is discussed. The following topics are considered: the history of Bulgarian higher education; structure, content, and functioning of higher education; higher education organization and administration; nonuniversity higher education; other forms of higher education; fields of study; curriculum; educational process and assessment of knowledge; probation service and practice; diplomas and degrees; teaching staff; college admission; job assignments for graduates; social support services provided for students; foreign students; postgraduate training; the role of research; university libraries; international cooperation in higher education; and future prospects and reform of higher education. Data are included on: total population in Bulgaria in 1979; student enrollments and development of institutions during 1939-1980; number of research workers and teaching personnel; distribution of institutions, academic staff, and students in 1971; regular and nonpermanent academic staff, 1980-1981; teacher-student ratios, 1977-1978; number of students studying abroad; number of students receiving scholarships; and number of foreign students, 1980-1981. A list of higher education institutions is included. (SW)

ED 249 884 HE 017 786

Aldrich-Langen, Caroline

Australia: A Study of the Educational System of Australia and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.

REPORT NO.- ISBN-0-910054-78-9

PUB DATE- 83

NOTE- 278p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 787-797 and HE 017 799-806.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Articulation (Education); *College Admission; Degrees (Academic); Elementary Secondary Education; Foreign Countries; *Foreign Students; Grading; Higher Education; Institutional Characteristics; International Educational Exchange; Professional Education; *Secondary School Curriculum; *Student Placement; Study Abroad; Teacher Education; Technical Education

IDENTIFIERS- *Australia; *Foreign Educational Credentials

The educational system of Australia is described, and placement recommendations concerning Australian students who want to study in the United States are presented. After describing preschool and primary education, secondary education in the following provinces/territories is considered: New South Wales, Victoria, Queensland, South Australia, Western Australia, Tasmania, the Australian Capital Territory, and the Northern Territory. The universities and the colleges of advanced education (CAE) are compared, and information is provided on admission, degrees and

ED 249 895 HE 017 797

Villa, Kitty Maker

Mexico: A Study of the Educational System of Mexico and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.
REPORT NO.- ISBN-0-910054-63-0
PUB DATE- 82
NOTE- 292p.; World Education Series. Placement recommendations approved by the National Council on Evaluation of Foreign Educational Credntials. Some small print. For other titles in this series, see HE 017 786.
AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *College Admission; College Programs; Degrees (Academic); Educational Certificates; *Elementary Secondary Education; Foreign Countries; *Foreign Students; Graduate Study; *Higher Education; International Educational Exchange; Nursing Education; Private Education; Public Education; Records (Forms); Secondary School Curriculum; *Student Placement; Teacher Education; Technical Education; Undergraduate Study
IDENTIFIERS- *Foreign Educational Credentials; *Mexico

The educational system of Mexico is described, and guidelines concerning the academic placement of students who wish to study in U.S. institutions are provided. After considering the structure of the educational system, attention is directed to preschool, primary, and lower secondary education. Descriptions are provided of: lower secondary programs leading to further education, programs not leading to further education (vocational, commercial, and artistic training); special education; and nonformal education.

ED 249 907 HE 017 816

Ceyhun, Fikret
The Significance of "Problem-Posing" Teaching in a Democratic Society. College Teaching Monograph.
North Dakota Univ., Grand Forks. Office of Instructional Development.
PUB DATE- 84
NOTE- 49p.
AVAILABLE FROM- University of North Dakota, Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; Conventional Instruction; Course Content; Creative Teaching; Discussion (Teaching Technique); *Economics Education; Higher Education; *Instructional Innovation; Learning Motivation; *Questioning Techniques; Student Participation; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- University of North Dakota

A new teaching methodology, the "problem-posing" approach, is advocated in place of the traditional system of education. Experience in teaching the "Principles of Economics" course at the University of North Dakota is used as illustration. The problem-posing approach can create a learning atmosphere that is more conducive to creative and critical thinking. The approach is designed to increase student motivation, learning, and participation. It also increases students' understanding of the business world and political and social influences. One aspect of the approach is the requirement that students write biweekly essays in reaction to articles dealing with current socioeconomic problems. Both the method and the content of the course are continuously revised and updated to pose challenging and creative questions. Students and teachers are co-partners in the learning process. This approach is consistent with the principles of a democratic society, while the traditional system is not. The problem-posing approach will eliminate superiority/inferiority relationships among teachers and students. Traditional education leads the student to mechanical memorization without giving them an understanding of the significance of the memorized materials. (SW)

ED 249 920 IR 011 339

Pea, Roy D.; Hawkins, Jan

Children's Planning Processes in a Chore-Scheduling Task. Technical Report No. 11.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

PUB DATE- Mar 84

NOTE- 44p.; For related document, see IR 011 358.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; Classroom Research; Comparative Analysis; *Critical Path Method; Intermediate Grades; *Planning; Preadolescents; *Problem Solving; Sequential Approach; *Task Analysis

This paper provides a detailed empirical account of the performances of 8- to 9-year-olds and 11- to 12-year-olds on a chore-scheduling task developed to assess the dynamics of planning processes. In developing the planning task for revealing different levels of planning proficiency, five critical aspects of planning were taken into account: the need for planning is often not recognized; background knowledge of the situation is necessary for planning; planning is more likely when the situation is complex and novel; planning is a revisionary process; and planning decisions are made at different levels of abstractions. Thirty-two students in a private school in Manhattan were given multiple opportunities to construct the shortest path for accomplishing a series of classroom chores. Careful examination of the processes and products of planning activities across different trials--specifically, think-aloud protocols, strategies for problem solution, and route efficiency--revealed considerable developmental progress within sessions for both younger and older children, and significant age differences; e.g., older children engaged in significantly more higher-level decision making during planning processes. A reference list, the scoring system for featural analysis, and coding categories and definitions for process analysis are included. (Author/THC)

Helm, Virginia
Software Quality and Copyright: Issues in Computer-Assisted Instruction.
Association for Educational Communications and Technology, Washington, D.C.
REPORT NO.- ISBN-0-89240-047-1
PUB DATE- 84
NOTE- 155p.; For related document, see ED 245 665.
AVAILABLE FROM- AECT Publications Department, 1126 Sixteenth Street, NW, Washington, DC 20036 ($16.00 per copy; $13.50 for AECT members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Copyrights; *Courseware; Guidelines; *Legal Responsibility; Marketing; Material Development; Policy; *Publishing Industry; Purchasing
IDENTIFIERS- *Copyright Law 1976; *Software Piracy

The two interconnected problems of educational quality and piracy are described and analyzed in this book, which begins with an investigation of the accusations regarding the alleged dismal quality of educational software. The reality behind accusations of rampant piracy and the effect of piracy on the quality of educational software is examined in the third chapter, which focuses on the copyright law and how it is currently being interpreted by copyright specialists. Chapter 4 presents legal principles useful in determining the potential legality of such practices as networking; concerns pertaining to software in school libraries; the differences between owning and leasing software; and the consequences of infringing the copyright law. Chapter 5 focuses on the means available to educators, software producers, and society to contain or control illegal copying and the use of illegally copied software in the schools. The final chapter discusses software quality, piracy, and home market factors in terms of the potential severity of the threat they pose to the health of the school market. A 30-item reference list; a glossary;

Sanders, James R.; Sonnad, Subhash R.

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.

Agency for Instructional Television, Bloomington, Ind.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.
PUB DATE- Jan 82
NOTE- 23p.; For related documents, see IR 011 390-398.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Educational Television; Guides; *Information Seeking; Language Arts; Mathematics Instruction; Observation; *Problem Solving; Study Skills; *Teacher Attitudes; Television Research; *Television Viewing; Use Studies
IDENTIFIERS- *ThinkAbout

This report summarizes a five-volume research report on the classroom use and impact of ThinkAbout, an instructional television series designed to strengthen the reasoning skills of fifth and sixth graders and to review and reinforce language arts, mathematics, and study skills. It describes results of a 1979-80 research study which used three complementary methods of determining classroom use and impact: student testing in 241 classrooms in Iowa, Mississippi, Oregon, and Pennsylvania; four questionnaire surveys of teachers, of which over 2,000 were returned; and case studies. The results reported indicate that (1) the most striking program impact was on the curriculum in the user classrooms, in that topics were addressed that ordinarily were not covered in the fifth and sixth grades; (2) the series was used in varied ways with varied results; (3) the school and classroom context of instructional television affects its introduction and use; (4) internal organizers and outside support materials were necessary for reinforcement; and (5) additional teacher inservice work is needed. Summaries of three case studies, drawn from the second volume of the report, are included. (Author/LMM)

ED 249 961 IR 011 405

"On the Level". Formative Evaluation: Alone vs. Lonely. Research Report 74.

Agency for Instructional Television, Bloomington, Ind.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.; General Mills Foundation, Wayzata, Minn.; George Gund Foundation, Cleveland, Ohio.
PUB DATE- Jun 80
NOTE- 47p.; For related documents, see IR 011 401-408.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($20.00 for set of 8 reports).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Competence; Coping; *Educational Television; Emotional Response; Formative Evaluation; *Interpersonal Competence; *Loneliness; Material Development; *Programing (Broadcast); Secondary Education; Student Attitudes; Television Research; Television Viewing
IDENTIFIERS- *On the Level

A formative evaluation was conducted of the instructional television program "Alone vs. Lonely," from "On the Level," a series of 12 lessons designed to aid secondary school students in dealing with personal and social growth. The program is designed to teach that loneliness is normal and is felt by everyone, and to suggest some ways of coping with feelings of loneliness. A total of 171 students in 9 classrooms in the Cincinnati (Ohio) area viewed the program. Data collection methods included a student questionnaire, observation of students during viewing, discussion analyses, evaluator-led discussion, and a teacher questionnaire. Results revealed that teachers and students liked and understood the program, thought that the storyline and issues were relevant to teenagers, and were able to discuss the program issues comfortably. Students were attentive during viewing, were anxious to discuss the program, and discussions were student-dominated, with the program acting as a catalyst for discussion of students' own experiences and concerns. The teachers' discussion time focused on the

ED 249 975 IR 011 419

It Figures: A Survey of Users. Research Report 92.

Agency for Instructional Television, Bloomington, Ind.

PUB DATE- Jun 84
NOTE- 37p.; For other reports in this series, see IR 011 413-418.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Evaluation; Educational Research; *Educational Television; Grade 4; Graphs; Intermediate Grades; *Mathematics Instruction; National Surveys; *Programing (Broadcast); Student Attitudes; *Teacher Attitudes; *Use Studies; Videotape Recordings

A series of 28 15-minute video programs in mathematics designed for use in grade 4, It Figures uses a combination of drama and animation to focus on mathematical skills, ideas, and problem-solving strategies. This instructional television series has been used in the United States and Canada since 1982, and a survey of selected teachers using It Figures was conducted in December 1983 to assess their reactions to the programs. Of the sample of 117 teachers, 66 (65%) responded to the survey, which was divided into 5 sections: (1) teachers' backgrounds; (2) how teachers discovered and used It Figures; (3) perceived cognitive and attitudinal effects of It Figures; (4) teachers' reactions to the teacher's guide; and (5) overall reactions to the series. For each section of the survey, findings for several items are presented graphically and their implications are discussed. The teachers reported using It Figures in diverse ways encompassing the means by which they received the series, how they integrated it with their mathematics curriculum, and even the grade levels with which they used it. Notwithstanding the diverse implementation patterns, these teachers consistently reported positive perceptions of the series' impact. Conclusions and recommendations for further research, a reference list, a list of the It Figures consortium, and the survey instrument are included. (THC)

ED 249 990 IR 050 858

Library of Michigan Long-Range Plan, 1 October 1984 to 30 September 1987.

Michigan Library, Lansing.

PUB DATE- 84

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Information Needs; *Library Planning; *Library Services; Library Standards; *Long Range Planning; Program Budgeting; State Agencies; State Government; *State Libraries; User Satisfaction (Information)

IDENTIFIERS- *Library of Michigan; Library Services and Construction Act

This long-range plan, which will serve as the basis for program and budget developments for the Library of Michigan for the 3-year period beginning October 1, 1984, was prepared after reviewing long-range plans of 26 other state libraries and has been through 3 working drafts. The second draft was reviewed by the Library Services and Construction Act (LSCA) Advisory Council and the third draft was reviewed at a public meeting of librarians representing all types of Michigan libraries. The plan includes: (1) a history of the library; (2) a mission statement; (3) 6 budget policy statements; (4) 27 planning assumptions; and (5) 3 action statements. Each action statement is stated as a goal with specific objectives. Additional action statements are indicated for each objective. The library's goals are: meeting the information needs of the legislature and state government; meeting the administrative, developmental, and technical assistance needs of Michigan libraries of all types; and meeting the library service needs of individuals and agencies for which the library has a statewide resource responsibility. The addendum includes a bibliography, relevant state and federal statutes, standards, a Library of Michigan Organization Chart, and the LSCA Long-Range Program. (THC)

ED 250 005 IR 050 874

Keene, James A.; Roper, Michael
Planning, Equipping and Staffing a Document Reprographic Service: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI/84/WS/8
PUB DATE- 84
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - General (130)
DESCRIPTORS- *Archives; Developing Nations; *Equipment; Equipment Evaluation; Equipment Utilization; Foreign Countries; Guidelines; Microforms; *Planning; Program Development; Reference Materials; *Reprography; Services; *Staff Development; Standards; *Technology

Prepared under contract with the International Council on Archives, this study will assist archivists in the development of an essential component of the basic archival infrastructure, a document reprographic service. Written with the problems of developing countries in mind, it will provide archivists, especially those concerned with planning, commissioning, and managing reprographic services, with a survey of current relevant reprographic technology and with guidelines and standards that they can apply in selecting and introducing the technology most appropriate to their own situations. The study is in four parts. The first part describes the basic technology of microforms and hard copy and considers the purposes that an archival reprographic service might serve in relation to that technology and to the documents to be copied. The second part examines the considerations that are relevant to the planning, equipping, and staffing of an archival reprographic service, including facility requirements and cost factors. The third part outlines the requirements at each stage of the three-stage program for establishing and developing a basic archival reprographic service. The fourth part summarizes the salient points in parts one and two in the form of guidelines. Appendices include: a guide to standards on handling various materials, job descriptions for technical staff, a work-flow

ED 250 019 JC 840 534

Self-Evaluation Report: The Associate Degree Nursing Program.

Saint Louis Community Coll. at Forest Park, Mo.

PUB DATE- 84
NOTE- 486p.; Paper prepared for the Council of Associate Degree Programs of the National League for Nursing.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Associate Degrees; *College Curriculum; College Faculty; Community Colleges; Course Descriptions; *Nursing Education; Program Administration; Program Descriptions; Program Evaluation; Student Characteristics; Two Year Colleges

This self-evaluation report provides descriptive and evaluative information on the Associate Degree Nursing program at St. Louis Community College at Forest Park. After a brief outline of institutional information, the report describes the philosophy, purposes, and objectives of the nursing unit. The next section examines the organization and administration of the unit in nursing, focusing on the relationship between the unit and the college, financial support, personnel policies, and unit administrator qualifications and responsibilities. The qualifications and responsibilities of the nursing faculty and the rights and responsibilities of the nursing students are specified next. Following this presentation is an outline of the nursing curriculum, which includes information on the philosophy and objectives of the unit; the conceptual framework in which it operates; evaluation methods; the requirements fulfilled by the curriculum; the courses offered; the fall 1983 curriculum; the place of general education; and the Learning Experience Guide (LEG) curriculum. Finally, the report provides information on the resources, facilities, and services of the nursing program. Extensive appendices include: a faculty data summary; student profiles; the LEG curriculum; the new curriculum; information on credit by examination and advanced standing procedures; evaluation tools; information on curricular revisions; and an example of an agency contract. (HB)

ED 250 033 JC 840 566

Lucas, John A.
Student Characteristics as Compared to the Community Profile, Fall, 1983. Volume XIII, No. 2.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 1 Nov 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- College Choice; *Community Characteristics; Community Colleges; Demography; *Educational Trends; Information Sources; Questionnaires; School Surveys; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

A survey was conducted at William Rainey Harper College (WRHC) to provide a profile of 1983 college students to be compared with community demographic data and earlier research findings. Random samples of 500 degree credit students and 299 continuing education students were surveyed by mail. Study findings, based on responses from 88% of the degree credit students and 77% of the continuing education students and on automated student data and community demographics, revealed: (1) 55% of the degree credit and 64% of the continuing education students were female; (2) 4% of the degree credit students and 13% of the continuing education students were from minority backgrounds, while the non-White and Hispanic population represented 6.3% of the district population; (3) the average income of independent students increased by 12% between 1982 and 1983; (4) 41% of the degree credit students were planning to transfer to a four-year college, compared to 36.5% in 1982 and 39% in 1981; (5) 33% of the respondents became aware of WRHC through the physical presence of the campus, and 29% heard about it through friends or relatives; (6) the major sources of information on WRHC for degree credit students were the college catalog and the semester schedule; and (7) full-time employment among degree credit students increased to 62% in 1983 from 56% in 1981. The study report includes data tables detailing findings and the

Item Bank: Student and College Outcomes. Improving Community College Evaluation and Planning.
California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 134p.; For related documents, see JC 840 576-583.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); College Environment; *Community Colleges; Demography; Evaluation Criteria; Institutional Characteristics; *Item Banks; *Outcomes of Education; Program Evaluation; School Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Vocational Followup

Designed for community colleges that wish to improve their accreditation self-studies, strategic planning, and program reviews by gathering information about students and their learning outcomes, this working paper presents a bank of questionnaire items focusing on student and college outcomes. The item bank is organized into five major categories: (1) academic, covering the satisfaction with/helpfulness of particular activities, academic goals, and objective outcomes; (2) personal, including attitudes and beliefs, goals, self-assessment, decisions, personal development, and learner outcomes; (3) career/employment; (4) the college environment, focusing on student evaluation, student choices and college outcomes; and (5) demographics, including personal and educational descriptors. The item bank includes 536 survey items and 53 specific sources of student and college information that may be available at the local institution or elsewhere. (HB)

ED 250 060 PS 014 465

Miyake, Kazuo, Ed.
Research and Clinical Center for Child Development Annual Report, 1982-1983.
Hokkaido Univ., Sapporo (Japan). Faculty of Education.
PUB DATE- 10 Mar 84
NOTE- 84p.
AVAILABLE FROM- Kazuo Miyake, Department of Developmental Psychology, Faculty of Education, Hokkaido University, Sapporo, 060, Japan.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Attachment Behavior; *Children; *Cognitive Development; Concept Formation; Cross Cultural Studies; Emotional Development; Foreign Countries; *Infants; Inhibition; Interpersonal Relationship; *Mothers; Parent Attitudes; Parent Child Relationship; *Personality Development; Self Concept; *Social Development
IDENTIFIERS- Adaptive Expertise; *Japan; Routine Expertise; United States

Most of the seven articles in this collection present research on the social development of young children. Specifically, "Issues in Socio-Emotional Development " (Kazuo Mikyake, Joseph Campos, and Jerome Kagan) and "Japanese vs. United States Comparison of Mother-Infant Interaction and Infant Development: A Review" (Shing-jen Chen and Kazuo Miyake) discuss previous and current studies that compare patterns of mother-infant interaction in Japan and the United States. "Two Courses of Expertise" (Giyoo Hatano and Kayoko Inagaki) discusses one aspect of cognitive development: spontaneous processes involved in the development of adaptive or routine expertise and what factors differentiate these two forms of expertise. The rest of the articles in the collection deal with social and personality development from infancy to adulthood. These include "The Role of Personal Framework of Social Relationships in Socialization Studies" (Keiko Takahashi), "Analysis of Infant's Inhibited Behavior Shown in Peer Interaction at 23 Months" (Yuko Kanaya), "Does Quality of Attachment in a Strange Situation Relate to Later Competence in a Different Situation?" (Shigeru Nakano),

ED 250 074 PS 014 636

Boehnlein, Mary Maher

Parents and Nutrition.

PUB DATE- 8 May 84
NOTE- 16p.; Paper presented at the Annual Convention of the International Reading Association (Atlanta, GA, May 8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Day Care; Early Childhood Education; *Eating Habits; Elementary Education; *Elementary School Students; Health Activities; Hospitalized Children; *Nutrition Instruction; *Parent Education; Parent Influence; Parent Materials; *Parent Participation; Parent School Relationship; Values; *Young Children

Parents and the extended family are the most influential factors in the child's lifelong eating habits, general health and development, and brain power. Convincing parents of diet components that insure adequate nutrition is of prime importance; if the home does not support the content of the school's nutritional curriculum, the child may feel caught in the middle between conflicting values. Several studies have shown that parents can accept a nutritional curriculum if an effort is made to educate them at the same time as their children. Many activities can be undertaken to involve parents in teaching about nutrition. For example, parents may share family food customs with their children's classes. One of the advantages of involving parents directly is that the nutritionist can model for the parents ways in which they can teach their children about food. Parents can also be educated about nutrition by providing them with printed material or through scheduled group meetings where information is shared through films, demonstrations, lectures, and activities. Finally, actively involving parents in projects designed to incorporate new ideas about nutrition is a more effective way to change established beliefs than merely telling children and parents what to do. (CB)

ED 250 088 PS 014 664

Patterson, Ross

A Father's Role in His Child's Development. Unit for Child Studies. Selected Papers Number 20.

New South Wales Univ., Kensington (Australia). School of Education.

PUB DATE- 82
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Rearing; Cultural Influences; *Family Life; Family Relationship; *Fathers; Foreign Countries; Futures (of Society); *History; *Parent Child Relationship; *Parent Role; Self Concept
IDENTIFIERS- Australia (New South Wales)

By considering three historical stages of the father's role in the development of his child (father of the past, present, and future), one may perceive a pattern. The father of the past had a clearly defined role; however, this role did not take into account the emotional well-being of family members. Consequently, all in the family lost out, especially the mother and child. The father of the present evolved from social changes that struck at the power hold the father of the past had over his family and gave the mother much more self-determination. However, the present-day father has become confused about his role. Certainly, the child continues to lose out if the father of the present is not sure where he fits in. The father of the future has a choice. He can become a total nonentity with no role in the development of his child, or he can invest more of himself in the family on an equal basis, insure that all members' needs are adequately met, and become an important contributor to the development of his child. Finding the father a special area to take over (e.g., supervisor of the child's sex-role development or socialization, head of the household, or disciplinarian) will not help. The father certainly needs a definition of his role, but the role should give him the opportunity to fully share in all aspects of his child's growth. (RH)

ED 250 102 PS 014 680

Anderegg, David; Chess, Joan
Sex Differences in Teachers' Assessments of Their Students' Social Competence.
Research Inst. for Educational Problems, Cambridge, Mass.
PUB DATE- Apr 83
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Comparative Analysis; Elementary Education; *Elementary School Students; *Elementary School Teachers; Grade 4; Grade 5; *Interpersonal Competence; *Research Methodology; *Sex Differences; Sex Stereotypes; Social Isolation; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Popularity; *Sociometric Status

A study was conducted to test the hypothesis that adults' differential definitions of social competence for boys and for girls may contribute to lack of agreement between teachers' and classmates' ratings of children's social competence. Subjects were 540 children in fourth- and fifth-grade classrooms in four public schools in the greater Boston area. Two schools were upper middle class suburban, one was urban in a disadvantaged neighborhood, and one was suburban with a substantial population of recently arrived immigrants. Teachers were asked to nominate up to three children from their classrooms who matched a short paragraph describing three categories of social behavior: socially inhibited, aggressive/acting-out, and socially competent. Students in each class were administered the Minnesota Revision of the Class Play Inventory (CPI). The revised CPI yields a summary score on three behavioral categories: popular/leadership, aggressive/disruptive, and sensitive/isolated. The top three scorers in each behavioral category on the CPI and the three children nominated by their teachers were compared with respect to the sex of the children nominated. Teacher and peer nominations differed in that teachers, whether male or female, seldom assigned girls to the aggressive/acting-out category. Reasons for sex differences in

Humphrey, Margaret; Loftus, Linda

GATE: A Model Project for Implementing a Program for Gifted and Talented Education in Rural Schools.

Shasta County Superintendent of Schools, Redding, Calif.

PUB DATE- 79
NOTE- 129p.; For related document, see RC 014983.
AVAILABLE FROM- Shasta County Superintendent of Schools Office, 1644 Magnolia Ave., Redding, CA 96001 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academically Gifted; Committees; Creativity; Elementary Secondary Education; *Gifted; Identification; *Individualized Programs; Leadership; *Models; Program Development; Program Evaluation; *Program Implementation; Psychomotor Skills; *Rural Education; Rural Schools; Small Schools; *Special Education; Special Programs; Talent Development; Theater Arts; Visual Arts
IDENTIFIERS- California (Shasta County)

The handbook provides a model for beginning and operating programs for talented/gifted students in rural schools, K-12, based on a program developed in Shasta County, California, in 1976-77 and disseminated nationwide in 1978-79. The model produces individualized programs planned by a committee composed of the student, classroom teacher(s), resource specialist, and parent(s) to meet student needs through an expanded curriculum emphasizing creative productivity, psychomotor development, use of visual and performing arts, leadership, and academic achievement. Eight major components are delineated: (1) identifying students through preassessment activities and testing in appropriate areas; (2) determining student needs through teacher assessment, parent and pupil inventories, and group and individual profiles; (3) indentifying instructional staff and writing job descriptions for all personnel involved; (4) training the staff; (5) determining management alternatives for scheduling and budgeting; (6) selecting curriculum design alternatives to fit individual needs; (7) conducting evaluation activities; and (8) revising activities according to evaluation results. Separate sections provide detailed

Elementary, Secondary and Higher Education in Rural New York State: A Preliminary Report.

New York State Legislative Commission on Rural Resources, Albany.

PUB DATE- 15 Mar 84
NOTE- 47p.; One of nine reports from the Statewise Legislative Symposium on Rural Development (1st, Albany, NY, October 5-7, 1983). For the other reports from this Symposium, see RC 015 006-012.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)
DESCRIPTORS- Community Colleges; Definitions; Educational Finance; *Educational Opportunities; Educational Policy; Elementary Secondary Education; Higher Education; Needs Assessment; *Problems; Property Taxes; *Public Policy; Research Needs; Rural Development; *Rural Education; Rural Extension; Rural Schools; Statewide Planning; Tables (Data); *Trend Analysis
IDENTIFIERS- *Goal Setting; *New York

Education workshop participants at the First Statewide Legislative Symposium on Rural Development pinpointed trends, strengths, weaknesses, goals, and public policy questions for grades K-12 and higher education. For grades K-12, rural schools were characterized by increased enrollment due to migration from urban areas, increasing popularity with parents, and continued consolidation/centralization of school districts. Their strengths included close school-community interactions and good student participation. Problems relating to limited program offerings, poorly prepared staff, and a limited financial base indicated the need to establish additional specific programs. For higher education, concerns centered around the sophisticated technologies of business and industry and means of attracting students to available training programs. Thirty-six of the State University of New York's 64 campuses are located in rural counties, and vocational and community colleges are also available to most rural residents, but workshop participants identified a need for financial aid to students, better program planning and management, and more interaction between education and business/industry.

Summer Programs for the Severely Handicapped. Evaluation Report.
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- May 84
NOTE- 315p.; For interim report, see ED 248 676.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Change; Elementary Secondary Education; Followup Studies; *Program Effectiveness; *Severe Disabilities; *Skill Development; *Summer Programs

A quasi-experimental study was undertaken of the effects of summer programs on the behaviors and skills of 186 severely handicapped children (2-18 years old). Programs were categorized by their orientation and by their length, resulting in five groupings: 6 week high structure (educational skill and behavior goal-oriented), medium structure (mixed recreational and educational), and low structure (recreational) programs, as well as short programs, and no program groups. Observation of inappropriate behavior and checklists of skill development revealed the evidence of retention and improvement in Ss from the more highly structured programs. Positive effects were maintained midyear for skills but not for behaviors. For recreational programs which did not focus on skills and behaviors, there was regression in behaviors immediately following summer programs, but these losses were reversed at midpoint in the subsequent school year. Although more Ss from all programs retained rather than lost skills, those from the more highly structured programs gained skills more frequently than any others and they retained this favorable position during the subsequent school year. (CL)

FL

ED 249 759 FL 013 812

Brown, Tracy; Haynes, Margot
Learning to Read English as a Second Language: Effects of First Language Script System and Cultural/Educational Background.
PUB DATE- 83

affective environment; and (5) the perceived status of students affects the interactions between teachers and students and among students, in turn affecting student outcomes. These principles provide the empirical support for the Contextual Interaction Theory of bilingual education, and the implications of this theory for the teaching of language minority students are examined in the remainder of the report. (MSE)

ED 249 773 FL 014 597

Schooling and Language Minority Students: A Theoretical Framework.

California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89755-011-0
PUB DATE- 84
NOTE- 227p.; For related document, see FL 014 596.
CONTRACT- G00-79-02844
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, California State University, Los Angeles, CA ($6.60).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Cognitive Development; *Educational Strategies; *Educational Theories; Elementary Secondary Education; English (Second Language); Language Acquisition; Language of Instruction; Language Proficiency; Language Research; *Limited English Speaking; Measurement Techniques; *Minority Groups; Program Evaluation; Reading Instruction; Social Development

A collection of papers discusses the importance of bilingual education's goals of high-level English proficiency, appropriate cognitive/academic development, and adequate psychosocial and cultural adjustment for language-minority students and describes various instructional strategies to achieve those outcomes. The papers include: "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students" (James Cummins); "Bilingual Education and Second Language Acquisition Theory" (Stephen D. Krashen); "Effective Use of the Primary Language in the Classroom" (Dorothy Legarreta-Marcaida); "The Natural Approach in Bilingual Education" (Tracy D. Terrell); and "Reading Instruction for Language Minority Students" (Eleanor W. Thonis). A bilingual education program quality review instrument episodic across age groups. (MSE)

ED 249 787 FL 014 613

Erbaugh, Mary S.
"Scissors, Paper, Stone": Perceptual Foundations of Noun Classifier Systems.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Sep 84
NOTE- 10p.; In: Papers and Reports on Child Language Development, Volume 23, p41-49 Sep 1984.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Languages; American Sign Language; Child Language; *Classification; Comparative Analysis; Contrastive Linguistics; Form Classes (Languages); Japanese; *Language Acquisition; Language Variation; Mandarin Chinese; *Morphology (Languages); *Nouns; Thai; *Visual Perception
IDENTIFIERS- *Shapes

While all languages use shape to classify unfamiliar objects, some languages as diverse as Mandarin, Thai, Japanese, Mohawk, and American Sign Language lexicalize these and other types of description as noun classifiers. Classification does not develop from a fixed set of features in the object, but is discourse-sensitive and invoked when it would add information for the listener. Children and adults develop classifiers in the same order, and four stages of classifier development are seen: (1) no classifiers at all; (2) division of animates and inanimates; (3) shape classification by one, two, and then three dimensions; and (4) conventionalization of functional classifiers. Shape is the most common feature chosen for classification. Classification by shape rather than function is reinforced by informativeness, natural forms, perceptual development, and cross-sensory reinforcement, and it develops out of universal, biologically structured experience rather than purely linguistic functions. Although adults have more sophisticated functional and stylistic categories than children, when either is under communicative stress, both revert to the same simplified pragmatic mode of using common, perceptually-based classifiers that they can count on their

ED 249 801 FL 014 630

French--Core Program. Senior Level. Youth Education: Teaching Guide No. 22.

Nova Scotia Dept. of Education, Halifax.

PUB DATE- 78

NOTE- 43p.; For related documents, see FL 014 628 and FL 014 631-633.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Advanced Courses; *Classroom Techniques; College Bound Students; Core Curriculum; Course Descriptions; Cultural Education; Curriculum Guides; *Educational Objectives; Educational Strategies; Foreign Countries; *French; High Schools; Instructional Materials; *Second Language Instruction; Student Attitudes; Student Evaluation

IDENTIFIERS- *Nova Scotia

The curriculum guidelines for the high school level of Nova Scotia's core French program, intended for students planning to attend college or certain other postsecondary programs, are presented. The four basic language skills (listening, speaking, reading, and writing) are integrated into all phases of classroom activity and the ability to function in French without resorting to English is encouraged in areas of Canada where French is the usual language of communication. Another program objective is a basic familiarity with French Canadian culture, primarily through literature, history, and current events. The guide outlines the overall elementary-secondary program structure, nine broad program objectives, the intended levels of development for each of the four skill areas, research and notes on student motivation and attitudes, suggestions concerning the development of student skill areas, the program's treatment of grammar, the curriculum's culture component, testing and evaluation objectives and techniques, and notes on grouping and individualization. Suggested classroom activities and a bibliography are appended. (MSE)

ED 249 802 FL 014 631

French--Core Program. Intermediate Level. Youth Education: Teaching Guide No. 21.

Nova Scotia Dept. of Education, Halifax.

ED 249 816 FL 014 646

Johnson, Tia; Sheetz-Brunetti, Judy
English Pyramids: Using Hierarchical Diagrams for Communication Activities.
PUB DATE- 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; Cultural Context; *Diagrams; *Discourse Analysis; *English; *English (Second Language); Language Research; Paragraphs; Second Language Instruction; Writing Difficulties; *Writing Instruction

The pyramid, or hierarchical diagram, is used in teaching writing English as a second language (ESL) as a visual representation of the way English speakers and writers organize ideas, for comparison with discourse organization in other cultures. A common problem of ESL students is an inability to organize ideas hierarchically. One class activity using the pyramid for teaching concept hierarchies is a sentence-level exercise using the Chinese zodiac to organize ideas about personality traits and practice the logic expected of English prose. Two comprehension activities at the discourse level are a listening exercise working with the statement example relationship and a reading exercise for analyzing discourse in newspaper articles. Another exercise uses pyramid diagrams to adapt textbook grammar exercises on subordinate clauses for use in understanding dictionary definitions. The technique can also be used for a variety of lexical-level activities. The benefits of this technique include the visual representation of logical organization, placement of emphasis on ideas rather than grammar, improved classroom dynamics, and some degree of success for students at all levels. (MSE)

ED 249 817 FL 014 647

End, Laurel J.
Unearthing Grounds: Some Studies of Metaphor Comprehension.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 84

ED 249 830 HE 017 716

Harari, Haim

The Higher Education System in Israel: Guidelines on the Development of the System and Its Planning for 1988 with a First Glance at 1995.

Council for Higher Education, Jerusalem (Israel).

PUB DATE- Jul 84
NOTE- 109p.
AVAILABLE FROM- Council for Higher Education, Planning and Grants Committee, P.O. Box 4037, Jerusalem 91040, Israel.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; College Buildings; College Faculty; College Graduates; College Planning; College Programs; College Students; *Enrollment Trends; Expenditures; Foreign Countries; *Higher Education; *Institutional Characteristics; Labor Market; *Teacher Supply and Demand
IDENTIFIERS- Bar Ilan University (Israel); Ben Gurion University of the Negev (Israel); Haifa University (Israel); Hebrew University of Jerusalem (Israel); *Israel; Technion Israel Institute of Technology; Tel Aviv University (Israel); Weizmann Institute of Science (Israel)

Israel's current higher education system and projections for the future are examined. Higher education planning is also discussed, with attention to the establishment of the Planning and Grants Committee, basic data for system planning, and problems requiring decisions. Information on institutions, students, and budgets is provided, including fields of study offered at seven universities/institutes, enrollments by institution, number of graduates annually from 1974 through 1982, numbers of staff employed, and budget allocations by type of expenditure. Buildings and equipment are also covered, including: building floor-space at universities by usage, scientific equipment, computers, and libraries. The number of full-time academic staff at seven institutions by major responsibility, and student teacher ratios by institution are identified. Student enrollment projections for 1988 are presented, by degree level and fields of study. Also included are supply and demand forecasts for academically qualified personnel and forecasts for replacement and retirement for academic staff. Projections for higher education for 1983-1988, as well as for 1995, are included. Appendices include data on the 1982 budget, geographic considerations, and forecasts for physicians, engineers,

Perry); "Two Instruments for Assessing the Oral English Proficiency of Foreign Teaching Assistants" (Charles W. Stanfield, Rodney J. Ballard); and "A Typology of Teaching Assistants" (K. Bailey). (SW)

ED 249 844 HE 017 730

Milletti, Mario A.
Voices of Experience: 1500 Retired People Talk about Retirement.
Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
REPORT NO.- ISBN-0-9613704-0-8
PUB DATE- 84
NOTE- 201p.
AVAILABLE FROM- TIAA-CREF, Educational Research, 730 Third Avenue, New York, NY 10017 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adjustment (to Environment); Administrators; *Adult Development; *Aging (Individuals); College Faculty; Economic Factors; Family Relationship; Health; Higher Education; *Older Adults; Psychological Characteristics; Questionnaires; Recreational Activities; *Retirement; Well Being

First-hand accounts of retired life from the personal perspectives of retirees are provided, based on a 1982-1983 survey. The accounts are based on written statements from over 1,500 retirees of the Teachers Insurance and Annuity Association/College Retirement Equities Fund (TIAA/CREF). The comments were elicited at the end of a 20-page questionnaire by open-ended queries. Respondents ages ranged from 60 to 95, and the group included faculty, administrators, professional staff, and support staff. The views on retirement are published as part of TIAA-CREF's expanding retirement counseling services for participants and their spouses. The objective is to help future retirees plan better for the life-change of retirement. Retirement considerations discussed include finances, health and housing, adjustment difficulties, altered relationship with spouse, and retirement as a single person. Additional topics include getting ready for retirement, reasons for retirement, the freedom of retirement, activities, working for pay and pleasure, concern about inflation and Social Security, health insurance and medical costs, where to live, and

ED 249 857 HE 017 743

Marsh, D. T.
The Current Provision for Further and Higher Education in Wales.
Coombe Lodge Working Paper. Information Bank Number 1627.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- IBN-1627
PUB DATE- May 81
NOTE- 14p.; Map will not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; College Attendance; Colleges; *Continuing Education; Demography; *Educational Policy; Evening Programs; Foreign Countries; Government School Relationship; *Higher Education; *Public Education; School Organization; Technical Institutes; Universities
IDENTIFIERS- *Wales

Provision for postsecondary higher education in Wales, the nature of the Welsh system, and future concerns are discussed. The roles of the Welsh Office and the Welsh Joint Education Committee contrast greatly with central organizations in England. There is one university in Wales, comprising seven constituent colleges. Additional institutions in Wales are 6 institutes of higher education, 1 polytechnic, 37 colleges of further and technical education, 1,250 evening institutes, and 9 centers for teacher training. Areas of concern include: designing a strategy of provision for postsecondary education and training; raising the level of courses in further education and the participation rate by 16-19 year olds; and meeting the problems posed by declining industries, unemployment, and demographic patterns. Eleven functions performed by the Welsh Office are identified, including: the planning and management of nonuniversity further and higher education, which includes teacher training, adult education, and youth and community service; the control of advanced further education; policy-making for the supply and training of teachers; and vocational education. The different sectors of further and higher education are also described. (SW)

ED 249 871 HE 017 772

Fulton, O; And Others
Higher Education and Manpower Planning: A Comparative Study of Planned and Market Economies.
International Labour Office, Geneva (Switzerland).; United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
REPORT NO.- ISBN-92-2-102973-5
PUB DATE- 82
NOTE- 136p.
AVAILABLE FROM- Publications Branch, International Labour Office, CH-1211 Geneva 22, Switzerland.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Planning; College Students; *Comparative Education; *Education Work Relationship; *Employment Projections; Enrollment Trends; Foreign Countries; *Higher Education; *Labor Market; *Public Policy
IDENTIFIERS- East Germany; *Europe; Hungary; Netherlands; Poland; Rumania; Sweden; West Germany

The experiences of seven European countries in the application of various manpower planning approaches and techniques to educational planning are compared. The countries are the Federal Republic of Germany, the German Democratic Republic, Hungary, the Netherlands, Poland, Romania, and Sweden. In four of the countries that have planned economies, the formation of qualified manpower is seen as a part of overall economic and social planning. In three of the countries that have market economies, greater emphasis is placed on adapting graduates to labor market needs after graduation. Attention is focused on the links between higher education, the labor market, and employment policy and, specifically, the issues involved in planning education that is concerned with satisfying both manpower requirements and the increasing demand for places in higher education. Reasons for and against manpower planning for higher education are described, along with a model for the review of manpower forecasting techniques. Instruments used to implement manpower-based plans for higher education are assessed. The following topics are also addressed: the growth of higher education since World War II, the changing role of higher education in Europe, the content of higher education, the role of lifelong

diplomas, courses, grades, educational quality, and documents and certificates. Degrees, grading, quality, and documents in technical and further education are also considered, along with teaching qualifications and teaching documents and certificates. Preparation and qualifications for the following professional programs are addressed: nursing education, music and speech/drama education, theological education, and professional associations. Appendices include: a profile of Australian postsecondary institutions, New South Wales secondary mathematics and sciences syllabi; and comparative data on university versus CAE Bachelor of Engineering Courses. (SW)

ED 249 885 HE 017 787

Wellington, Stanley

Colombia: A Study of the Educational System of Colombia and a Guide to the Academic Placement of Students from Colombia in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.

REPORT NO.- ISBN-0-910054-80-0

PUB DATE- 84

NOTE- 148p.; World Education Series. Placement recommendation approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 787-797 and HE 017 799-806.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036 ($3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Articulation (Education); College Admission; College Credits; *College Programs; Degrees (Academic); Elementary Secondary Education; Foreign Countries; *Foreign Students; Grading; Higher Education; International Educational Exchange; Secondary School Curriculum; *Student Placement; Study Abroad; Technical Education; Transfer Students

IDENTIFIERS- *Colombia; *Foreign Educational Credentials

Upper secondary education is also covered, including certificates and qualifications, nonformal education, grading, general academic study programs, vocational programs, and teacher training programs. Overviews of higher education and graduate education are provided, and types of public and private institutions are described. Guidelines for U.S. admissions officers cover: Mexican degrees and qualifications, determining educational levels, evaluation of the secondary curricula, transfer of credit from Mexican institutions, and Mexican scholarship programs. Appendices include: a list of schools with Bachillerato programs incorporated into the Universidad Nacional Autonoma de Mexico; a list of higher education institutions and their institutional classification; and sample institutional documents. (SW)

ED 249 896 HE 017 799

Gray, Collen

Peru: A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.

REPORT NO.- ISBN-0-910054-77-0

PUB DATE- 83

NOTE- 136p.; World Education Series. Placement recommendations approved by the National Coumcil on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 786.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($2.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Records; Articulation (Education); College Admission; *College Programs; Degrees (Academic); Dental Schools; *Elementary Secondary Education; Foreign Countries; *Foreign Students; Grading; *Higher Education; Institutional Characteristics; International Educational Exchange; Medical

ED 249 908 HE 017 817

Slotnick, Henry B.

The Study Group: Faculty Helping Themselves to Improve Their Instructional Abilities. College Teaching Monograph.

North Dakota Univ., Grand Forks. Office of Instructional Development.

PUB DATE- 84

NOTE- 21p.

AVAILABLE FROM- University of North Dakota, Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Clinical Teaching (Health Professions); *Discussion Groups; Faculty Development; Group Discussion; Group Dynamics; Higher Education; Instructional Improvement; *Medical School Faculty; Peer Groups; Teacher Effectiveness; *Teaching Methods

IDENTIFIERS- *Study Groups; *University of North Dakota

The benefits of a study group to help faculty develop their competencies and expand their awareness of professional issues are described. Specifically, the Fargo Study Group, which included seven physicians interested in improving their instructional capabilities, is considered. The participants were responsible for teaching medical students in clinical settings at the University of North Dakota School of Medicine. At the initial meeting, the group used Delbecq's Nominal Group Procedure to establish its priorities. An educational psychologist was a member of the group and served as a resource. Two general goals were established by the group: instructional techniques would be considered and (very secondarily) educational connoisseurship would be developed among participants. Connoisseurship is a consequence of being both experienced and well grounded in instructional theory. The group succeeded because: it was self-selected and cohesive; existing needs were addressed, as well as more remote but important issues (e.g., the utility of theory); structure was established within the group so that the participants saw themselves as actively involved in their own learning; and productivity was insured by having group members leave each meeting with evidence that something tangible and useful had emerged. (SW)

Sheingold, Karen; And Others

Chameleon in the Classroom: Developing Roles for Computers. Symposium. Technical Report No. 22.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

PUB DATE- Apr 83
NOTE- 65p.; For related documents, see IR 011 338, IR 011 343-344, IR 011 352-353, IR 011 359, and IR 011 362. Papers presented at a Symposium at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983). This document comprises Technical Report Nos. 12-15 and 20-21.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Design Requirements; *Educational Assessment; *Educational Planning; Educational Research; *Educational Technology; Elementary Secondary Education; Instructional Design; *Microcomputers; *Programing; Word Processing
IDENTIFIERS- LOGO Programing Language

This symposium includes the following papers: "Software for the Classroom: Issues in the Design of Effective Software Tools" (D. Midian Kurland); "Computers for Composing" (Janet H. Kane); "LOGO Programming and Problem Solving" (Roy D. Pea); "The Computer as Sandcastle" (Jeanne Bamberger); "Learning LOGO Together: The Social Context" (Jan Hawkins); and "Research and Design Issues Concerning the Development of Educational Software for Children" (Cynthia A. Char). The first four papers, preceded by an introduction by Karen Sheingold, are concerned with uses of the computer in the classroom. Kurland argues that tool software may be uniquely important for educators to consider for equipping students to function in this age of information. Kane describes case studies of children using word processors for writing, and comments on the similarities and differences between writing with and without computer technology. Pea discusses several different studies of children learning LOGO programming in classrooms and suggests that it may be important for educators to specify the goals they want to attain by using computers in their classrooms. Bamberger explores the use of programming with students in various musical contexts: rhythm, melody, and composition. The two remaining papers discuss guidelines and statements of policy for fair use of instructional software classroom copying, and off-air recording of broadcast programming; and a sample licensing agreement are included. (LMM)

ED 249 935 IR 011 374

Standards for College and University Learning Resources Programs.
AECT Task Force II.
Association for Educational Communications and Technology, Washington, D.C.
SPONS. AGENCY- Eastman Kodak Co., Rochester, N.Y.; Encyclopaedia Britannica, Inc., Chicago, Ill.
PUB DATE- Jun 81
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Check Lists; *Educational Media; Guidelines; Higher Education; *Learning Resources Centers; *Library Administration; Library Services; Material Development; *Media Specialists; *Program Development; Program Evaluation; *Standards; Worksheets

These standards describe the purposes and services, (including administrative, financial, and evaluative elements) of effective learning resources programs (LRPs), and outline the development of a single integrated service concerned with the improvement of instruction. An introductory section describes the roles, objectives, and purposes of LRPs and a rationale for the standards. The scope and functions of the LRP are then detailed, including developmental, distribution, creative/production, materials/resources, maintenance and engineering, and research/evaluation functions; elements of adequate service; general standards for LRPs; and specific standards for various functions, the budget, and administration. It is recommended that data be collected on such LRP components as staff, facilities, budget, services, and resources; that a mechanism be provided for publication of data; and that the collection of data be monitored for publication. Appendices include the Association for Educational Communications and Technology (AECT) Learning Resources Program Profile; Standards for Learning Resources Programs--Instructional Check Sheet; Management Process Model for the Learning Resources Program Profile; Guide for Self Study of Learning Resources

ED 249 949 IR 011 393

Sanders, James R.; Sonnad, Subhash R.
Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Televsision Series. Volume I. Technical Report.
Agency for Instructional Television, Bloomington, Ind.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.
PUB DATE- Jan 82
NOTE- 241p.; For related documents, see IR 011 390-398.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($6.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Television; Elementary Education; Information Seeking; Intermediate Grades; Language Arts; Mathematics Instruction; *Problem Solving; Research Design; School Surveys; Standardized Tests; Study Skills; *Teacher Attitudes; Television Research; *Television Viewing; Use Studies
IDENTIFIERS- *ThinkAbout

This volume is the first of 5 constituting the final research project report on the introduction, use, and impact of ThinkAbout, a series of 60 15-minute instructional television programs for fifth and sixth graders designed to strengthen reasoning skills and to review and to reinforce language arts, mathematics, and study skills. Background information provided in this volume includes the project's history, audiences, and purposes, and descriptions of the complete report and supporting materials. Study procedures described include the research design, data collection instruments, project schedule, data management procedures, and research limitations. Data from program user and nonuser classrooms in Iowa, Mississippi, Oregon, and Pennsylvania that are reported are based on (1) the administration of seven tests from the Comprehensive Test of Basic Skills achievement battery, which included an instrument to measure attitudes toward problem-solving, problem-solving exercises, measures of self-management of the learning process, and measures of effective expressions; (2) responses from a context questionnaire administered to user and nonuser teachers; and (3) an end-of-the-year questionnaire administered to user teachers. Findings of four national surveys of user teachers are also presented. Discussion and interpretations of the data conclude this report. Thirty-one references are listed.

program's messages, eliciting students' discussions of themselves, and the events and characters of the program itself. Appendices include data collection measures, instruments, and raw data from the teacher's guide comments and discussion profile graphs. (LMM)

ED 249 962 IR 011 406

"On the Level". Formative Evaluation: Career Aspirations. Research Report 75.
Agency for Instructional Television, Bloomington, Ind.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.; General Mills Foundation, Wayzata, Minn.; George Gund Foundation, Cleveland, Ohio.
PUB DATE- Jun 80
NOTE- 49p.; For related documents, see IR 011 401-408.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($20.00 for set of 8 reports).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Anxiety; Career Choice; *Career Development; Coping; *Educational Television; Formative Evaluation; Material Development; *Programing (Broadcast); Secondary Education; Student Attitudes; Television Research; Television Viewing
IDENTIFIERS- *On the Level

A formative evaluation was conducted of the instructional television program "What Next?" from the Career Aspirations unit of "On the Level," a series of 12 lessons designed to aid secondary school students in dealing with personal and social growth. A total of 127 students in 8 Chicago public school classes viewed the program. Data collection methods included a teacher questionnaire, observations of student reactions during viewing, analyses of post-viewing discussion, a student questionnaire, and an evaluator-led discussion. Overall the program was successful, elicited high student attention, and was appealing to students. It succeeded in transmitting the messages that students should not be afraid to discuss career options with their families, that anxiety about a career could be reduced by looking for more information on careers, and that most people experience anxiety about a career. The program also elicited teacher-led discussions which emphasized ways that students and teachers coped with career choices. However,

ED 249 976 IR 011 420

Andis, Mary F.
Early Adolescence. Skills Essential to Learning Television Project: Working Paper.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Jan 81
NOTE- 19p.; For other reports in this series, see IR 011 421-428.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Intellectual Development; *Junior High School Students; Literature Reviews; *Physical Development; Research; *Social Development; *Student Characteristics
IDENTIFIERS- *Skills Essential to Learning Project

A review of the literature of early adolescence was conducted to provide background information for instructional designers and scriptwriters from the Skills Essential to Learning Project, which develops television/film series and related print materials for different grade levels to enhance the teaching of thinking skills in the context of major curriculum areas. Based on traditional development literature supplemented by current research, a profile of how seventh and eight graders see themselves and the world around them was developed. This profile indicates that children at that stage are on the threshold of adulthood and full of energy, though often disorganized and coping with many changes. Physically, 12- and 13-year olds are in a period of rapid physical change that may make them feel awkward at times. Intellectually they may be developing a more flexible and abstract view of the world. Socially, they seem to be searching for some stability within their wider social role. Because of all the changes occurring, this period may be viewed as an exciting time of life, but it may also be a potentially difficult time for the individual. (LMM)

ED 249 977 IR 011 421

ED 249 991 IR 050 859

Public Services in Research Libraries. Preliminary Reports from the Public Services Research Projects: University of Arizona, Cornell University, University of Illinois, Michigan State University, New York University, Pennsylvania State University, and Texas A & M University.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

SPONS. AGENCY- General Electric Foundation, Ossining, N.Y.
PUB DATE- Sep 84
NOTE- 73p.; Two of the papers may be marginally legible due to broken print.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Libraries; College Students; Higher Education; *Information Needs; *Information Retrieval; *Library Automation; *Library Catalogs; Library Personnel; Library Research; *Library Services; Library Surveys; *Online Systems; Research Libraries
IDENTIFIERS- Association of Research Libraries; *Online Catalogs

Preliminary reports from seven Association of Research Library (ARL) members conducting research on current public services concerns describe progress to date and initial findings. Research grants of up to $4,000 were provided for the projects, which were selected in part because of their potential usefulness to academic and research libraries. The projects include the integration of online catalogs into public services, identification of the unique instructional and research needs of students and faculty in particular disciplines, and the impact of technology on both library users and staff members. Surveys were used for six of the projects. The seventh is a comparison of two end-user operated search systems (BRS and Dialog). Final reports containing complete results will be published after the projects conclude in late 1984. (THC)

diagram, lay-outs for facilities, a model for project network analysis, a list of suppliers and manufacturers, a glossary, and a select bibliography. (THC)

ED 250 006 IR 050 875

Peters, Cynthia; And Others
Public Services in Research Libraries: A Self-Study. The Newberry Library.
Newberry Library, Chicago, Ill.
SPONS. AGENCY- Association of Research Libraries, Washington, D.C. Office of Management Studies.; General Electric Foundation, Ossining, N.Y.
PUB DATE- Aug 84
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cataloging; *Library Facilities; *Library Materials; Library Personnel; *Library Planning; Library Research; Library Role; *Library Services; Program Development; Public Libraries; Research Libraries; Working Hours
IDENTIFIERS- *Newberry Library IL

The need to plan for operating and service patterns and to establish priorities for services to readers in the new Reference and Bibliographical Center at the Newberry Library guided this self-study. From December 1983 to August 1984, 32 staff members (grouped into 1 study team and 4 task forces) investigated the critical issues of bibliographic access, services, service philosophy, and resources. The study teams' 30 recommendations are arranged in 3 chronological implementation phases: 18 to be implemented in the fall and winter of 1984-1985; 9 to be accomplished in 1985; and 3 to be completed in 1985 and beyond. Recommendations and outcomes are addressed according to four basic issues: (1) public awareness and public information (including orientation, security, public programs, and exhibits); (2) services on the new 3-floor plan (including day-to-day reader plans, open shelf and satellite collections, and hours of service); (3) staffing and change (including staffing of reader services in renovated facilities); and (4) miscellaneous recommendations (including terminal access, book return stations, and opening after the renovation). The director's charge, a listing of participants

ED 250 020 JC 840 539

Spahr, Anthony E.

First-Time Student Questionnaire: An Attempt to Identify Those Applicants Most Likely Not to Register.

Morton Coll., Cicero, Ill.

PUB DATE- 84

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Applicants; Community Colleges; *Dropout Characteristics; Dropout Prevention; Dropouts; Educational Attitudes; *Enrollment Influences; Questionnaires; School Holding Power; School Surveys; *Student Characteristics; *Student Educational Objectives; Student Needs; Two Year Colleges; *Two Year College Students

A study was conducted at Morton College (Illinois) to develop a profile of students who applied to the college, but did not register for classes. A sample of 445 potential students who participated in the college's placement testing program for the fall 1984 semester completed the First-Time Student Questionnaire, which asked for information regarding personal characteristics, educational objectives and attitudes, high school academic performance, employment plans, and financial needs. Ten items were found to discriminate between the 383 applicants who registered for classes and the 62 applicants who did not. The factors associated with non-registration were: (1) being 30 years of age or older; (2) living with a roommate, alone, or with a relative other than a spouse or parent; (3) having one or more dependent children; (4) having one or more dependent children under the age of six; (5) planning to attend college part-time; (7) answering anything other than "always" to the question, "In high school did you turn in your assigned work on time?"; (8) answering "no" or "don't know" to the question, "Do you expect to be enrolled at Morton College next semester?"; (9) planning to obtain a repayable loan to finance education; and (10) intending to work over 20 hours per week while in college. Based on study findings, it was recommended that Morton College initiate an adult re-entry program. The First-Time Student Questionnaire is appended. (AYC)

questionnaire. (HB)

ED 250 034 JC 840 567

Lucas, John A.

Follow-Up of Occupational Students Enrolled at Harper College, 1982-1983. Volume XIII, No. 4.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 1 Nov 84

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTORS- *College Graduates; Community Colleges; *Dropouts; *Education Work Relationship; *Employer Attitudes; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Questionnaires; Student Characteristics; Student Educational Objectives; Two Year Colleges; Vocational Education; Vocational Followup

In 1984, a follow-up study was conducted of degree-oriented, vocational students who were enrolled at William Rainey Harper College (WRHC) during 1982-83 and who were no longer enrolled in 1983-84. The study sample included 832 students who received a degree or certificate, 1,150 students who left WRHC before graduating, and 700 employers of students who were employed in a field related to their college major. Study findings, based on telephone interviews with 85.9% of the program completers, 62.4% of the program leavers, and 77.9% of the employers, included the following: (1) more than 80% of WRHC's occupational students became employed in their first year after leaving the college, and 68% found employment in fields related to their major; (2) 90% of the former students working in a field related to their major were rated as very good or good by their employers in the areas of technical knowledge, work attitudes, work quality, and overall performance; (3) employers indicated that 55% of the former students were better prepared than other employees; (4) the average hourly rate earned by the former students was $8.60 per hour, with students who remained in their field earning an average of $1.60 per hour more; and (5) more than half of the students found their jobs either before coming to WRHC or while enrolled. The interview schedules are appended. (Author/LAL)

ED 250 047 JC 840 584

Learner Outcomes Handbook. Improving Community College Evaluation and Planning.

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 84

NOTE- 71p.; For related documents, see JC 840 576-584.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *College Planning; Community Colleges; *Evaluation Methods; *Outcomes of Education; Research Design; Research Utilization; *School Surveys; *Student Records; *Test Construction; Testing Problems; Two Year Colleges

One of a series of papers resulting from a Fund for the Improvement of Postsecondary Education (FIPSE) project, this handbook describes procedures for documenting the learning students take with them from college. Introductory material on the FIPSE project and the learner outcomes approach to college evaluation is followed by a discussion of alternate assessment procedures, including testing, institutional records, and surveys. The next sections look at each of these evaluation methods in detail. The section on the direct assessment of learning through testing considers the use of tests developed locally by individual faculty members or faculty groups and externally developed tests; the development of short-essay test questions; common flaws to be avoided in test construction; the characteristics of effective short-essay questions; the aggregation of the results of multiple-choice questions; multiple-choice tests; and the development of multiple-choice questions. The section on the use of existing college records advocates the determination of patterns of course completion as a way of expanding information, and suggests steps to increase detail in inferences about student learning based on college records. The use of surveys to gather information on learning outcomes is discussed next, with particular emphasis on follow-up surveys and the construction of useful surveys. Finally, the uses of learner outcomes data are explored. Information on sampling theory is appended. (LAL)

and "Infant's Temperamental Disposition, Attachment, and Self-Recognition in the First 20 Months of Life" (Nobumoto Tajima). (CB)

ED 250 061 PS 014 483

Strauss, Michaela
Understanding Children's Drawings: The Path to Manhood. With "Notes on the Study of Man," By Wolfgang Schad.
REPORT NO.- ISBN-0-85440-330-2
PUB DATE- 78
NOTE- 94p.; Translated by Pauline Wehrle. Published in German under the title "Von der Zeichensprache des kleinen Kindes."
AVAILABLE FROM- Anthroposophic Press, 258 Hungry Hollow Road, Spring Valley, NY 10977 ($11.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Art; Cognitive Development; Color; *Concept Formation; *Freehand Drawing; Human Body; *Preschool Children
IDENTIFIERS- Line (Visual Arts); Movement (Visual Arts); *Steiner (Rudolf)

Based on the notes of Hanns Strauss and his collection of 6,000 drawings by 2- to 7-year-olds, this book describes the stages of development of children's drawings by using the framework of Rudolf Steiner's "anthroposophical" science. In the introduction, the early development of children's drawing is compared with works of art left by early civilizations. Three phases of children's drawing are described: (1) Up to 3 years, the process of creation arises in a dreamy way, and the child lives in the movements involved; (2) from 3 to 5 years, the child lets the arising picture take hold of his imagination; and (3) from 5 to 7 years, the child creates a clear interpretation of a theme chosen before beginning to draw. Chapter 1 describes the development of the use of line, while chapter 2 describes the development of the use of color. Chapter 3 describes the increasing role of the imagination and the transition from the use of symbolic representations to narrative/illustrative representations. The last part of chapter 3, "Notes on the Study of Man" (by Wolfgang Schad), explains Rudolf Steiner's ideas about concurrent spiritual and physiological development. Numerous color and black-and-white drawings illustrate the developmental concepts. (CB)

ED 250 075 PS 014 639

Harris, Alberta Farmer; Owens, LaVerne
Franklin Elementary School Tutorial Enrichment Program in Elementary Education.
Muskogee Independent School District, OK.
PUB DATE- 84
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Policy; *Educational Objectives; Elementary Education; *Enrichment Activities; Guidelines; Parent Participation; *Parent School Relationship; *School Community Relationship; *Tutorial Programs; *Volunteers

The aim of this booklet is to provide guidelines for community involvement in elementary school educational programs. Included are a list of objectives for volunteer programs; a statement of school board policy on volunteers in Muskogee, Oklahoma schools; a teacher request form for volunteer services; an information sheet for volunteers; a list of duties for volunteer classroom and library assistants; suggestions for volunteers; a list of volunteers' rights; and a code of ethics for volunteers. Also provided are a rationale for the Tutorial Enrichment Program in Elementary Education (TEPEE), designed for average children in Grades 2 to 4, and enabling three students at a time to meet with the tutor for two half-hour sessions per week. A volunteer handbook emphasizes goals and activities for developing positive self-worth; inventing original stories; brainstorming; creative thinking; and encouraging listening, critical thinking, and handwriting abilities (RH)

ED 250 076 PS 014 640

Weisberg, Paul
Accelerating Reading and Comprehension in Poverty-Level Preschoolers Using a Synthetic Phonics Program.
Alabama Univ., University. Dept. of Psychology.

ED 250 089 PS 014 665

Smith, Ian
The Parent as an Informal Teacher. Unit for Child Studies. Selected Papers Number 21.
New South Wales Univ., Kensington (Australia). School of Education.
PUB DATE- 82
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Early Childhood Education; Fathers; Foreign Countries; Mothers; *Parent Child Relationship; *Parent Education; *Parenting Skills; *Parent Role; *Parent Teacher Cooperation; Young Children
IDENTIFIERS- Australia (New South Wales); *Informal Education; *Parent as a Teacher

This discussion (1) briefly describes several projects that have successfully trained parents to be informal teachers of their children and (2) lists guidelines for effective parenting. Initially, a discussion of parent/child interaction reports evidence of the teaching role of parents. Findings of recent research are also reported regarding the role of the father in the childrearing process. Various approaches to parent education are discussed, including the Playgroup Movement, the University of Florida's home-based Parent Education Program, and three Australian approaches to parent education. Conditions for implementing parent education are discussed. Ways parents can assist teachers in school settings are also delineated. (RH)

ED 250 090 PS 014 666

Phillips, Shelley
The Child in the Divorcing Family. Unit for Child Studies. Selected Papers Number 22.
New South Wales Univ., Kensington (Australia). School of Education.
PUB DATE- 82
NOTE- 16p.

teachers' ratings were explored and the importance of convergent measures of social competence was emphasized. (RH)

ED 250 103 PS 014 685

Anglin, James P.

Education and Support for Parents: A Challenge for Group Practice in the Coming Decade.

PUB DATE- 1 May 84

NOTE- 29p.; Paper presented at the conference, "Group Care Practice: The Challenge of the Next Decade" (London, England, May 1, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Rearing; *Delivery Systems; Educational Change; Educational History; Family Life; Foreign Countries; Groups; Models; *Parent Education; *Social Services; *Social Support Groups

IDENTIFIERS- *Conceptual Frameworks; Critical Analysis; England

This paper provides a critical overview of recent developments in parent group education and suggests a basic reorientation of both the principles and structures currently characteristic of the field. A framework designed to encompass the ecology of parent functioning is offered as a stimulus to broadening the view of parenting found in contemporary parent education offerings. Illustrating a continuum of organizational forms in the broad field of parent education, the discussion describes key dimensions of family life, traditional social service provision, and two intermediary levels of organization (family support services and para-familial groups/services). Finally, reflecting an ecologically based, holistic framework, a reconceptualization of the core content of parent education is proposed. (Author/RH)

ED 250 104 PS 014 689

Haley, Virginia

An Inservice Training Program to Increase Skills of Teachers in information, examples, and forms for implementing each model component. Issues of implementation are listed at the beginning of each section in terms of what to do, how to do it, decision to make, and what one must know to make the decisions. (NEC)

ED 250 118 RC 014 983

Loftus, Linda

The Turnstile: A Management System for Individualizing Instruction in Programs for Gifted and Talented.

Shasta County Superintendent of Schools, Redding, Calif.

PUB DATE- 80

NOTE- 31p.; Best copy available. For related document, see RC 014 982.

AVAILABLE FROM- Shasta County Superintendent of Schools Office, 1644 Magnolia Ave., Redding, CA 96001 ($3.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Academically Gifted; Charts; Elementary Secondary Education; *Gifted; *Individualized Programs; *Management Information Systems; Program Descriptions; *Records (Forms); Rural Education; Small Schools; *Special Programs; Student Records; Talent; *Worksheets

IDENTIFIERS- California (Shasta County); *Turnstile Program CA

Compiled in this document are forms, charts, letters, and instructions used in "Turnstile," a management system for individually designed classroom curriculum extension, small group training, and/or independent study programs offered to approximately 400 gifted and talented students in 32 rural Shasta County, California, schools. Materials used in the gifted/talented student identification process include a flow chart, report of the indentification and placement committee action, and parental notification and participation request letter. A student monitoring form that aids in setting individual student goals and tracking student's progress is provided. Completed sample monthly seminar and workshop schedules, individual student calendars, project contracts, activity sign-up sheets, time/credit cards, and tracking sheets are also included and explained. (NEC)

Education's 2-fold role was viewed as preparing rural students for a changing world, and developing its generally unrealized potential for improving the quality of rural life. Appended lists, maps, and charts reflect supporting statistical data. (MM)

ED 250 132 RC 015 014

Watahomigie, Lucille J.; And Others
Hualapai Reference Grammar.
California Univ., Los Angeles. American Indian Studies Center.; Peach Springs School District #8, AZ.
SPONS. AGENCY- American Philosophical Society, Philadelphia, Pa.; National Endowment for the Humanities (NFAH), Washington, D.C.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
REPORT NO.- ISBN-0-935626-07-7
PUB DATE- 82
NOTE- 599p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - General (130)
DESCRIPTORS- *American Indian Languages; Function Words; *Grammar; Morphemes; Nouns; Reference Materials; Resource Materials; *Sentence Structure; *Structural Grammar; Written Language
IDENTIFIERS- *Hualapai; Yuman Languages

A first and modest beginning toward a grammer of the Hualapai language, a Pai branch of the Yuman language family, this reference book is intended for use by: the Hualapai people to reaffirm the vitality of their language; the Hualapai teachers in their preparation of language materials for teaching; younger Haulapais to find the regularity and complexity of the language; and the linguists and general public to see the richness of the Hualapai language. Consisting of six parts, the reference book: reviews how a writing system was selected for the Hualapai language; explains the alphabet used and how each letter is pronounced; discusses the basic structure of Hualapai sentences with attention to noun and verb usage; explains how different types of sentences are formed and what they mean; and presents a discussion on nouns and pronouns. Other information provided includes an analysis of verbs in detail, a discussion of verbal expressions, and an explanation of sound symbolism; types and formation of useful expressions

NOTE- 19p.; Document may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arabic; *English (Second Language); Graphemes; Interlanguage; Japanese; *Phoneme Grapheme Correspondence; Phonology; *Reading Skills; *Second Language Learning; Spanish; *Transfer of Training; *Written Language

A study of the possible transfer of reading skills from a first language other than English to English, called script-carryover effects, focused on two aspects of the written language: (1) the manner in which the script represents information about sound and meaning, and (2) whether or not the script uses the same graphemic characters as English. Three groups of people whose first languages were Japanese, Arabic, and Spanish were selected for three experiments because their script systems differ from English on these dimensions. In the first experiment, the groups were tested with a timed same-different matching task using English words and nonsense words both alone and in strings, measuring the efficiency of visual processing. In this test, the Japanese speakers showed a distinct advantage in both speed and error rates, with the Arabic speakers being the slowest, contrary to two of the three hypothesized outcomes. The second experiment used abstract shapes rather than letters as stimuli for comparisons. In this task, the Japanese maintained their overall advantage both in times and errors, and the Spanish and Arabic groups performed about equally. The third measure was the Slosson Oral Reading Test, measuring the ability to translate from spelling to pronunciation. On this task, the Japanese were slowest and the Spanish fastest. The overall results suggest a script-carryover effect from Japanese to English, especially for visual processing, but more research is needed. (MSE)

ED 249 760 FL 013 993

Hudelson, Sarah
Janice: Becoming a Writer of English.
PUB DATE- Mar 83
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (17th, Toronto, Ontario, March 16-19, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

for kindergarten through grade six and a glossary are appended. (MSE)

ED 249 774 FL 014 598

Murphy, Emily
A FLES Program for Grades 1-3: A Non-Intensive, Non-Foreign Approach.
PUB DATE- 84
NOTE- 111p.; Master's Thesis, George Mason University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Course Organization; *Curriculum Development; Educational Benefits; Educational History; Educational Strategies; Elementary Education; *FLES; Grade 1; Grade 2; Grade 3; *Language Research; *Learning Theories; Program Descriptions; *Program Design; Second Language Instruction; Second Language Learning

Designed to be integrated into a regular language arts curriculum in grades 1-3, the program begins with a review of the recent history of elementary second language programs in the United States and a discussion of the direction the movement might take in the 1980s. Research done on nonintensive, nonbilingual second language programs in the past 25 years is outlined, with a discussion of two types of benefits derived from early language programs: cognitive and attitudinal. The learning theories of Montessori and Piaget and other more recent research findings concerning young children's language learning capacity in relation to their psychological and physiological development are presented and discussed as a framework for the second language program approach proposed here. The elements of this approach are presented in the form of curricular guidelines, including recommendations for five language skill areas (listening, speaking, reading, writing, and culture) based on theories of children's cognitive development and using media and activities familiar to children from the regular language arts curriculum. (MSE)

ED 249 775 FL 014 601

listeners to understand. (MSE)

ED 249 788 FL 014 614

Demuth, Katherine
The Acquisition of Pragmatic Word Order in Sesotho.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Sep 84
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 23, p33-40 Sep 1984.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Age Differences; Bantu Languages; *Child Language; Comparative Analysis; *Language Acquisition; Preschool Children; *Surface Structure
IDENTIFIERS- *Sesotho; *Word Order

A description of the pragmatic functions of word order in the Bantu language, Sesotho, and of how children begin to produce them illustrates the developmental trends characterizing Sesotho-speaking children's learning of different word orders. It supports findings from previous language acquisition studies that have indicated that children tend initially to encode comment relations and assume topic relations. Such usage is evidenced by children's initial use of focused constructions almost to the exclusion of unfocused constructions, even when communication breakdowns occur. Except for the case of simple identity questions, children near two years use alternative strategies of repetition of the same utterarces, increased prosody, no-verbal cues, and the addition or deletion of information in attempt to effect listener comprehension. Passive and cleft construction, while both used independently by two and a half years, are not used jointly to indicate shifts of focus until three years or more. At two and a half years, right dislocated constructions are very prominent, becoming a preferred discourse form in intransitive constructions when subjects are known. However, topicalization does not become productive until well after three years. (MSE)

PUB DATE- 78
NOTE- 52p.; For related documents, see FL 014 628 and FL 014 630-633.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Core Curriculum; Course Descriptions; Cultural Education; Curriculum Guides; *Educational Objectives; *Educational Strategies; Foreign Countries; *French; Instructional Materials; Junior High Schools; *Second Language Instruction; Student Attitudes; Student Evaluation
IDENTIFIERS- *Nova Scotia

The curriculum outline for the junior high school level of Nova Scotia's core French program concerns the period of more formal introduction to reading and writing. The guide outlines the overall elementary-secondary core French program structure, objectives of the intermediate level course, intended levels of language development, intended distribution of teaching time, research and notes on student motivation and attitudes, suggestions for the development of student skill areas, the program's treatment of grammar, the cultural component, student testing and evaluation, and notes on grouping and individualization. Teachers' suggestions for classroom activities and a bibliography are also included. (MSE)

ED 249 803 FL 014 632

French--Communications. Guidelines for the Teacher. Education Office Bulletin No. 19: 1976-77.
Nova Scotia Dept. of Education, Halifax.
PUB DATE- 77
NOTE- 35p.; For related documents, see FL 014 628 and FL 014 630-633.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); *Classroom Techniques; *Communication Skills; Communicative Competence (Languages); *Educational Objectives; Foreign Countries; *French; Grammar; Listening Skills; Phonetics; Phonology; Reading Skills; Secondary Education; *Second Language Instruction; Speech Skills; Teaching Guides; Writing Skills

NOTE- 25p.; Paper presented at the Meeting of the Midwestern Psychological Association (May 3-5, 1984) and the Conference on Knowledge and Language (Warsaw, Poland, June 6-8, 1984).
GRANT- G-78-0223
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehension; Diachronic Linguistics; Figurative Language; *Language Processing; *Language Research; *Linguistic Theory; *Metaphors; Psycholinguistics

Theoreticians have been asking for a long time what processes are involved in comprehension of figurative language, but psycholinguists have only recently addressed this question. One specific type of figurative expression, the metaphor, has been the focus of much recent research, in part because it promises to contribute much to the understanding of language processing in general and figurative language comprehension specifically. Most theories of semantic processing have focused on literal expressions, and several of these theories explained language processing successfully until they were extended to figurative expressions. Unlike literal expressions which are either true or false, metaphors interpreted literally are either false or nonsensical, and meaningful only if a figurative interpretation has been constructed. Metaphors are unique because they can be both literally meaningless or false and figuratively meaningful at the same time. The amount of psycholinguistic and cognitive research compiled on the metaphor does not reflect its historical importance in the development of language and concepts. For centuries metaphors have provided playwrights, authors, poets, and educators with a vehicle for creating new concepts and images, providing language users with a flexibility not available in literal expressions. (Author/MSE)

ED 249 818 FL 014 648

van Naerssen, Margaret; And Others
How Is a Chinese Student Like a Thermos Bottle?
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

and technical personnel. (SW)

ED 249 831 HE 017 717

de Moor, R. A.; Vedel, Doyer Georges
Reform and Development of Tertiary Education in Europe. Recommendations.
Council of Europe, Strasbourg (France).
PUB DATE- 82
NOTE- 104p.; Small print throughout; some portions of light or broken type.
AVAILABLE FROM- Council of Europe, Documentation Centre for Education in Europe, BP 431 R6, Strasbourg, Cedex, France F-67006.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; College Administration; College Programs; *College Role; College Students; *Educational Change; Educational Objectives; *Educational Policy; Education Work Relationship; Foreign Countries; *Geographic Regions; Labor Market; *Postsecondary Education
IDENTIFIERS- Cyprus; *Europe (South); *Europe (West); France; Greece; Italy; Netherlands; Norway; Portugal; Spain; Sweden; Switzerland; Turkey; United Kingdom; West Germany

Tertiary education policies in seven Western European and seven Southern European countries are evaluated in two reports. In the first report by R. A. de Moor, attention is focused on France, the Federal Republic of Germany, the Netherlands, Norway, Sweden, Switzerland, and the United Kingdom. The evaluation and policy recommendations for the future concern: the integration of higher education policy with tertiary education policy; goals of education (labor force development, research, cultural and community function, personal growth); access to tertiary education; the effectiveness and efficiency of tertiary education; the student body and college programs; and educational policy and the labor market. The second report, prepared by Georges Vedel, covers tertiary education policy in Cyprus, France, Greece, Italy, Portugal, Spain, and Turkey. Consideration is given to general characteristics of the Southern Europe area, goals and function of tertiary education, the place of tertiary education in the system as a whole, the components of tertiary education, the administration of tertiary education, the human factor in tertiary education, and diversification. (SW)

ties with family. The questionnaire is included. (SW)

ED 249 845 HE 017 731

Hood, Mary Ann G., Ed.; Schieffer, Kevin J., Ed.
Professional Integration: A Guide for Students from the Developing World.
Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.; National Association for Foreign Student Affairs, Washington, D.C.
REPORT NO.- ISBN-0912207-02-7
PUB DATE- 83
NOTE- 151p.
AVAILABLE FROM- National Association for Foreign Student Affairs, Publications Order Desk, 1860 19th Street, N.W., Washington, DC 20009 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alumni; *College Graduates; *Culture Conflict; *Developing Nations; Education Work Relationship; Females; *Foreign Countries; *Foreign Students; Higher Education; Interprofessional Relationship; Professional Continuing Education; *Professional Development; Research Projects; Scholarship; Social Networks; Vocational Adjustment; Writing for Publication
IDENTIFIERS- *Cultural Reentry

This book is designed to help foreign students from developing countries make the transition from academic training in the United States to a professional career in the home country. The process of professional integration includes both cultural reentry and professional dimensions of reentry. Attention is directed to specific skills and knowledge acquisition, as well as to an overall view of transition as a part of the educational continuum. Although the information is geared specifically to the needs of developing world students, it may also be of interest to the international educator. Chapter titles and authors are as follows: "Introduction" (Kevin J. Schieffer); "Alumni Networking" (Kenneth A. Rogers); "The Scientist or Scholar Interacts: Communication and Interpersonal Relations in the Developing Countries" (Michael J. Moravcsik); "The Professional Integration of Women" (Mary Joy Pigozzi, Patricia W. Barnes-McConnell, Sally K. Williams); "Research and Publication" (Motoko Y. Lee, D. Y. Lee); "Developing a Resource Library" (Harold

ED 249 858 HE 017 744

Masat, Francis E.
Restarting Voluntary Leave and Academically Dismissed Students.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Persistence; Academic Records; Academic Standards; College Admission; *College Attendance; *College Students; *Educational Policy; *Grade Point Average; Higher Education; Student Attrition; Withdrawal (Education)
IDENTIFIERS- *Academic Forgiveness; College Readmission; *Stopouts

The use of "academic forgiveness," which allows students to be considered for readmission or graduation to college, is discussed, with attention to the procedures used by nine state colleges in New Jersey. The student is allowed an opportunity for low grades or other evaluations to be removed, under certain conditions, from grade point average (GPA) calculations or other determinations. None of the New Jersey colleges recasts the permanent record of the readmitted student (i.e., no grades are factored out of the transcript). However, the colleges handle loss of credit and the GPA of readmitted students in different ways. All of the colleges except one allow students to repeat courses. Four of the colleges allow students to use the higher grade earned in their GPA; the other colleges use all grades earned in the computation of GPA. The main factors involved in a restart scheme are: time absent from the institution; the recasting of the student record following readmittance; and conditions or consequences affecting the GPA and credits needed for graduation. The average time away from the institution for students at the New Jersey colleges is 2 years. Recasting the student record usually deals with "D" and "F" grades. Some schools allow a total restarting of courses and GPA--a trade off of all grades for the opportunity to begin again. (SW)

ED 249 859 HE 017 745

Compendium of University Statistics, 1984 Edition = Compendium de statistique concernant les universites, edition 1984.

learning, and female participation in college. (SW)

ED 249 872 HE 017 773

Russell, Millie Louise; McNair, E. Wesley
Integrated Programs Sequenced to Enrich the Cognitive and Affective Skills of Minority Students Seeking Health Professional Training.
PUB DATE- Jun 80
NOTE- 7p.; Paper presented at the Chicago Area Health and Medical Careers Program Conference (Chicago, IL, June 12-13, 1980). Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; Affective Objectives; Allied Health Occupations Education; Cognitive Objectives; Dental Students; *Educational Objectives; Higher Education; *Minority Groups; Premedical Students; *Undergraduate Students
IDENTIFIERS- *University of Washington

Academic advising strategies that have been helpful to minority students who aspire to become health professionals are outlined, and summer science programs at the University of Washington and the preprofessional program are briefly described. The university's Preprofessional Program for Minority Students in Health Sciences and the Meharry Summer Science Programs help prepare students for medical and dental programs. Among thirteen academic advising strategies outlined are the following: (1) determine what preprofessional courses have been consistently problematic; (2) if courses need to be developed to bridge cognitive and affective learning gaps, work with faculty to interject essential coursework into a required sequence of preprofessional preparation; (3) insure that mathematics courses start the student at the level that high school left off; (4) schedule students for courses that focus on basic English, writing, scientific writing, reading, and vocabulary; and (5) after a first year of basic courses, register students in a laboratory-based biology course focused on human biology. (SW)

The educational system of Colombia is described, and placement recommendations concerning Colombian students who want to study in the United States are presented. After describing preschool and primary education, secondary school and nonformal/vocational education are described. Attention is directed to current secondary school curricula and the current grading system, as well as curricula and grading prior to 1974. Undergraduate admissions, credits, transfer practices, grading/examinations, and degrees and diplomas are discussed. The following levels of college studies are examined: intermediate professional studies, technological studies, university studies, specialist programs, master's programs, and doctoral programs. Guidelines and placement recommendations are presented as they pertain to Colombian degrees and diplomas, military and police training, and transfer of credits from Colombian institutions. A list of higher education institutions that offer different levels of programs is appended. The list provides: the name of the institution; addresses and telephone (when available); 1981-1982 enrollment figures; the date of founding; the length of the programs; and the diploma, degree, or title awarded. Also appended are a list of courses for different programs of study and a list of secondary school courses by grade. (SW)

ED 249 886 HE 017 788

Fisher, Stephen H.

The Commonwealth Caribbean: A Study of the Educational System of the Commonwealth Caribbean and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.

PUB DATE- 79

NOTE- 249p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 787-797 and HE 017 799-806.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036 ($6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Education; Military Training; Nursing Education; Professional Education; Records (Forms); *Student Placement; Teacher Education; Technical Education; Theological Education
IDENTIFIERS- *Foreign Educational Credentials; *Peru

The educational system of Peru is described, and guidelines concerning the placement of students who wish to study in U.S. institutions are provided. After describing preschool through secondary education, attention is directed to technical and vocational training, teacher training, the universities, training in seven health fields, and other specialized education. Specific concerns include the following: traditional upper-secondary education and technical secondary education, formal and nonformal technical education, teacher training programs by level and by the reform/traditional system, special subjects for teacher training and for continuing education, grading and credits for universities, university degrees and titles, undergraduate and graduate programs, ecclesiastical education, education in the arts, and military training. Guidelines for U.S. placement officials cover Peruvian degrees and qualifications and the grading system, and the placement recommendations address credentials at each educational level. Appendices include: reproductions of institutional documents, including certificates/transcripts; and lists of institutions offering different types of studies, including information on enrollments, college programs, and the size of the library collection. (SW)

ED 249 897 HE 017 800

Cranmer, David J.; Woolston, Valerie A.
Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.
PUB DATE- 80
NOTE- 268p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 786.
AVAILABLE FROM- American Association of Collegiate Registrars and

ED 249 909 HE 017 818

Lovett, Clara M.; And Others

Vitality without Mobility: The Faculty Opportunities Audit.

American Association for Higher Education, Washington, D.C.; Northwest Area Foundation, St. Paul, Minn.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

PUB DATE- 84

NOTE- 44p.

AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Innovation; *Evaluation Methods; *Faculty College Relationship; *Faculty Development; Higher Education; Personnel Policy; Program Descriptions; *Questionnaires; School Community Relationship; *Self Evaluation (Individuals); *Teacher Role

IDENTIFIERS- Audits

A faculty opportunities audit consisting of two parallel sets of questions is presented. One set is designed to help individual faculty members assess their own professional situation and relationship to their institution; the second set is designed to help faculty leaders and administrators analyze how and to what extent their institution provides an environment of opportunity for the professional growth of the faculty. The first part of the audit focuses on traditional activities (teaching, research, and service) that do not need to be legitimized in the higher education community, yet need to be rethought and reinterpreted in light of the economic, cultural, and social climate of the 1980s. The second part is designed to help faculty and administrators think about faculty activities in ways that are unconventional and that need to be legitimized in the academic community. The third part requires the participants to explore roles, activities, and uses of time that take faculty away from the home campus and into the community, whether for consulting assignments or in preparation for career transitions to nonacademic employment. Policy issues raised by the audit are identified, along with new premises for professional development. Professional development programs operating at 15 colleges or systems and at two associations are described. (SW)

the relationship between the computer and the social context of which it is part. Hawkins discusses peer collaboration as an important context for learning and describes LOGO programming as a facilitator of such collaboration. Char's paper suggests some of the variables that contribute to how software is used, as well as ways of designing software and materials to take account of classroom differences. Two discussants--James A. Levin, of the University of California at San Diego, and Joseph Glick, of the City University of New York--view this collection of papers through their own unique perspectives: Levin looks at the potential of new technology for affecting learning experiences for students and Glick brings a Piagetian developmental perspective to the research. (THC)

ED 249 922 IR 011 341

Hawkins, Jan
Computers and Girls: Rethinking the Issues. Technical Report No. 24.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Classroom Environment; *Computer Assisted Instruction; *Computers; Equal Education; *Learning Processes; Mathematics Achievement; Mathematics Education; Media Research; Science Education; Sex Bias; *Sex Differences; Sex Role
IDENTIFIERS- *Computer Uses in Education

A perspective about sex differences in relation to learning about computers which emphasizes the need to consider the context of societal beliefs and conditions is presented, as well as an analysis of the ways in which technology is viewed that have implications for how it is incorporated into educational settings. It is argued that, in addition to the inequity of access to computer hardware, girls and young women are often not given appropriate support and contexts for learning about this technology. Three lines of converging arguments are examined that relate to (1) the common identification of computers with

Programs in Higher Education; Guidelines for Depreciation of Equipment; and Constituent Members of the Council on Joint Secondary Accreditation. A 7-page bibliography and 12 charts, which depict standards by functions and are suitable for making transparencies, are included. (LMM)

ED 249 936 IR 011 376

Brandenburg, Dale C.
Analysis and Review of Courseware Evaluation Strategies.
PUB DATE- 26 Apr 84
NOTE- 30p.; Paper presented at the Annual Conference of the National Society for Performance and Instruction (Atlanta, GA, April 26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; *Courseware; *Educational Media; *Evaluation Criteria; Literature Reviews; *Models; Purchasing; Surveys
IDENTIFIERS- Computer Users; *Courseware Evaluation; Instructional Effectiveness

This study examined current approaches to computer courseware evaluation and evaluated published models on courseware evaluation from the perspectives of end-user/project proposers, the commercial vendor, and the academic or non-aligned consultant. First, a list of primary sources of computer courseware evaluation were located and analyzed. From this analysis, a list of criteria or criterion elements was derived; grouped into the global categories of use, quality, and efficiency; and cross-referenced with the primary sources. A checklist of the resulting criterion elements was formulated and mailed to a sample of 14 end-users (contract agencies), vendors (courseware developers), and academic-based educators or faculty, who were asked to rate the criteria on their importance in software evaluation. The respondents--five vendors, four users, and three academics--generally rated the information provided on both hardware and software, including documentation, as very important for doing an adequate courseware evaluation. No global category dominated, and no major differences were noted among vendors, users, and academics. In general, it was found that users were less rigorous than vendors or academics. Eleven general articles are listed, as well as the sources of courseware

(LMM)

ED 249 950 IR 011 394

Cohn, Marilyn R.

Research on the Introduction, Use, and Impact of "ThinkAbout" Instructional Television Series. Volume II. "ThinkAbout": Teacher Use and Student Response in Three Classrooms.

Agency for Instructional Television, Bloomington, Ind.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.

PUB DATE- Jan 82

NOTE- 193p.; For related documents, see IR 011 390-398.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($6.00 per copy).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Educational Television; Elementary Education; Intermediate Grades; Language Arts; Mathematics Instruction; Problem Solving; Study Skills; *Teaching Methods; Television Research; *Television Viewing; *Use Studies

IDENTIFIERS- *ThinkAbout

Three case studies describe and analyze the events occurring in three classrooms in the St. Louis metropolitan area during the first year (1979-1980) of the use of ThinkAbout, a series of 60 15-minute programs designed to strengthen the reasoning skills of fifth and sixth graders, and to review and reinforce language arts, mathematics, and study skills. Each study focuses on how the teacher used the series in the context of district policies, particular school and classroom settings, and personal teaching style, and how students responded during the ThinkAbout lesson and afterward. It was concluded that (1) a teacher's approach may be described in terms of the number and sequence of programs viewed; amount of teacher preparation; number, nature, and quality of introductory and follow-up activities; degree of connection and integration with the students' life in class and out; and the degree to which the overall classroom environment supports the television series' curriculum goals; (2) there is an enormous diversity in the ways teachers use television; and (3) these diverse uses of television may be determined by societal, community, and school curricular demands; personal interest in job satisfaction; insight into the nature of the teaching task required

an unusual amount of discussion focused on clarifying and criticizing program characters and situations, which detracted from the discussion of the intended outcomes. (LMM)

ED 249 963 IR 011 407

Formative Evaluation: Friendship/Peers/Prejudice/Thinking. Research Report 76.

Agency for Instructional Television, Bloomington, Ind.

PUB DATE- Sep 80

NOTE- 15p.; For related documents, see IR 011 401-408.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($20.00 for set of 8 reports).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adolescents; Coping; *Educational Television; Formative Evaluation; Friendship; *Interpersonal Competence; Material Development; Peer Influence; *Problem Solving; *Programing (Broadcast); Secondary Education; Social Bias; *Social Development; *Student Attitudes; Television Research; Television Viewing

IDENTIFIERS- *On the Level

Formative evaluations were conducted for the last four rough-cut instructional television programs--"Peers," "Friendship," "Prejudice," and "Thinking"--from "On the Level," a series of 12 lessons designed to aid secondary school students in dealing with personal and social growth. The following programs were viewed by small groups of students at the Educational Film Center: "Friendship: A Little Help from My Friends"; "Peers: Surrounded"; "Prejudice: Side by Side"; and "Thinking: Alternative Route." Results indicated that the first two programs were successful overall, were appealing, and elicited discussion on the program messages. The third program was difficult to judge because two viewing groups reacted differently. Overall, the program appeared to be appealing and was successful in eliciting animated discussion, but one group questioned its realism. The fourth program was not successful. Although it held the students' attention, they thought it was unrealistic and in poor taste, did not identify with the characters, and found the main character unappealing. The program's messages were not discussed in any depth. (LMM)

Bell, Barbara
Middle Childhood. Skills Essential to Learning Television Project: Working Paper.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Jan 81
NOTE- 23p.; For related documents, see IR 011 420-428.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Intellectual Development; Intermediate Grades; Literature Reviews; *Moral Development; *Physical Development; *Preadolescents; Research; *Social Development; *Student Characteristics
IDENTIFIERS- *Skills Essential to Learning Project

A review of the literature of middle childhood was conducted to provide background information for instructional designers and scriptwriters from the Skills Essential to Learning Project, which develops television/film series and related print materials for different grade levels to enhance the teaching of thinking skills in the context of major curriculum areas. Emphasis was on the physical, intellectual, and social/moral characterstics (relating to rules, authority, judgment of right and wrong, truth and lies, and justice) of 9- and 10-year old children. Results indicate that physical development proceeds more or less automatically, children show much greater individual differences at any given age than adults, and girls generally mature earlier than boys. Intellectual development is characterized by the emergence of logical reasoning skills that children are able to apply to concrete situations. Socially and morally, these children typically have the ability to view a situation from another's perspective and are active participants in maintaining the social order. (LMM)

ED 249 978

IR 011 422

Alexander, Janet; Garrett, Candace
Fifth and Sixth Graders: Their Attitudes about Parents, Peers, School, and Themselves. Skills Essential to Learning Television Projects: Research Report.
Agency for Instructional Television, bloomington, Ind.
PUB DATE- Sep 76
NOTE- 23p.; For related documents, see IR 011 420-428.

ED 249 992 IR 050 860

Primer for Mississippi School Librarians. State Bulletin No. 134A.
Re-issued in 1984.
Mississippi State Dept. of Education, Jackson.
PUB DATE- 84
NOTE- 166p.; First issued in 1967.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cataloging; Classification; Elementary Secondary Education; Library Acquisition; *Library Administration; *Library Facilities; *Library Materials; *Library Planning; Library Role; Library Standards; *School Libraries
IDENTIFIERS- *Mississippi

This primer for Mississippi school librarians is designed for use as a planning guide by teachers, librarians, administrators, and supervisors involved in developing school library programs. The ten chapters of the bulletin cover: philosophy of the school library; standards; school library facilities; library collection development, including sorting, weeding, and book selection; acquisitions, including budgeting, ordering, and receiving materials; organizing the library collection; hints on classification and cataloging; organizing for better library service; the role of the library in the school; evaluating the elementary school library program; and evaluating the secondary school library program. General information, specific suggestions, and sample forms for organization and evaluation are included. (This manual which evolved over several years as a result of workshops, seminars, and conferences held in the various schools and colleges in Mississippi, has been in use since 1967.) (THC)

ED 249 993 IR 050 861

Schroeder, J. R.; And Others
Processing and Data Distribution within the Research Libraries Information Network.
Research Libraries Group, Inc., Stanford, CA.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

in the study, and appendices providing reports on the library's building operations and public services at the time of the study are included. (THC)

ED 250 007 IR 050 878

Crimmins, Mary E.; And Others
Northern Illinois University Libraries Library Instruction: Scope and Mission Statement.
Northern Illinois Univ., DeKalb. Libraries.
PUB DATE- May 79
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavioral Objectives; College Faculty; *College Libraries; College Students; Competence; Higher Education; Information Needs; *Library Facilities; *Library Instruction; *Library Materials; Library Personnel; Library Planning; Library Role; Library Services; Position Papers
IDENTIFIERS- *Northern Illinois University

This library instruction statement is designed to help the Northern Illinois University (NIU) Libraries meet the information needs of the students, faculty, and community. Objectives designed to reflect the general goals of the NIU library instruction program include increasing university and community awareness of the library as an educational, recreational, and cultural facility; assisting users to find and use library materials and facilities; reinforcing or providing supplementary instruction in research methods; bringing to the attention of library users specific materials, new items, and new services available in the library; and developing instructional programs that provide positive learning experiences for all students. The instructional objectives are divided first by user category and second by level of library use. The categories and levels are as follows: (1) students--basic library skills, course-related bibliographic instruction; (2) faculty--library services and resources, library-classroom liaisons; (3) community--library environment, special interests; and (4) library staff--general staff orientation, information services. A chart showing levels and related activities is included. (THC)

ED 250 021　　　　　　　　　　　　　JC 840 544

Armes, Nancy, Ed.; And Others
Guidelines for the Development of Computerized Student Information
Systems.
League for Innovation in the Community Coll., Laguna Hills, CA.
PUB DATE- Oct 84
NOTE- 35p.
AVAILABLE FROM- League for Innovation in the Community College, 23276
South Pointe Drive, Suite 103, Laguna Hills, CA 92653 ($5.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reports - Descriptive (Program/Project
Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Oriented Programs;
Databases; *Data Collection; Information Needs; *Information
Systems; *Institutional Research; *Program Development; Reports;
*Student Personnel Services; Two Year Colleges; *Two Year College
Students

Designed to provide guidelines for the development of computerized student information systems, this report raises policy issues and questions to be resolved at the campus level and describes a variety of computer-generated reports and records that can assist in educational decision making and planning. Introductory material discusses the importance of human communications and cooperation in machine-oriented systems, the benefits of computer use, and the difficulties in providing definitive answers to system design questions. The next sections look at components of the student information system, focusing on student admissions; assessment, advising, and counseling; student registration; academic alert monitoring; degree audit; transfer program requirements; and student follow-up. Each section provides a definition of the component, enumerates purposes and policy issues, and lists the reports that may be part of the component and the data elements required to generate the reports. Following a discussion of hardware considerations, the report offers predictions for the future, suggesting special projects and ideas for development in the areas of assessment, advisement, and counseling; registration; progress monitoring; follow-up; and artificial intelligence. Concluding comments offer recommendations for developing and using computer-based information systems. A matrix showing relationships among student information systems and input data and a selected list of references are appended. (LAL)

ED 250 035 JC 840 568

Jacobson, Karen H.; Horner, Annette M.
Notes to Teachers of Basic Writing: An Instructor's Guidebook.
Reading Area Community Coll., Pa.
PUB DATE- 30 Sep 83
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Remedial Instruction; Skill Development; Two Year Colleges; Two Year College Students; *Writing Instruction; *Writing Processes; *Writing Skills

Drawing from classroom experience and current composition theory and research, this guidebook presents basic assumptions about teaching developmental writing and explores elements of the composing process. Five basic assumptions about developmental writing are discussed: (1) because writing is a skill, courses should be how-to or process-oriented; (2) instructors' advice and expectations should be based on realistic models of the composing process and on composing strategies that are known to be effective; (3) due to time limitations, instructional efforts should be concentrated on those writing skills, strategies, and structures that will be most critical to students' success in college; (4) most students are linguistically and cognitively competent and capable of learning to write given appropriate learning conditions; and (5) because academic writing is both private and public, small group work and discussion groups are particularly well suited to the needs of developmental writing students. Guidance on teaching the composing process is provided, suggesting that composing is made up of several parallel, recursive and interactive stages; i.e., exploring the topic to be written about; planning the order, direction, structure, and content of the written work; drafting and revising the work; and editing the material. A bibliography and course syllabus conclude the guidebook. (LAL)

ED 250 048 JC 840 585

Clagett, Craig A.
Preliminary Market Analysis and Institutional Assessment.
Prince George's Community Coll., Largo, Md.
PUB DATE- Nov 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Characteristics; Community Colleges; Futures (of Society); *Institutional Characteristics; *Long Range Planning; *School Community Relationship; Self Evaluation (Groups); Two Year Colleges; Two Year College Students

Developed for planners at Prince George's Community College (PGCC), this report presents information to be used in the college's new planning process for fiscal years 1987 through 1991. The first section presents an analysis of the college's current situation, including information concerning PGCC's market share; enrollment trends; and student demographics, goals in attending PGCC, attendance patterns, and program choices. The second section examines a number of factors in PGCC's external environment that will affect the institution during the 5 year period. Information is presented on the decline in county high school graduates, an aging population structure, a growing economy, increasing competition from other institutions, constrained governmental funding, financial aid availability, new residents and their educational attitudes, and the possible reinstatement of military conscriptions. The third section enumerates several internal PGCC characteristics that will influence institutional planning, including the labor intensive nature of PGCC; its history of efficient operation, tenured faculty, mission, retention of transfer students, community image, and scheduling policies; and the development of new programs and delivery methods. The bulk of the report is devoted to data displays related to the factors discussed in the first three sections. Planning briefs and a response form are attached. (LAL)

ED 250 049 JC 840 587

ED 250 062 PS 014 496

Computers in Schools: The Report of the Minister's Task Force on Computers in Schools and Executive Summary.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 83
NOTE- 164p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction, *Computer Literacy; *Computer Managed Instruction; Educational Innovation; Educational Planning; Educational Technology; Elementary Secondary Education; Equipment Evaluation; Financial Support; Foreign Countries; *Microcomputers; Research Needs; School Administration; *Teacher Education
IDENTIFIERS- *Alberta; California; Computer Networks; Computer Peripheral Equipment; *Computer Uses in Education; Courseware Evaluation; Minnesota; Texas

Reviewing the current status of educational computing, this report makes 48 specific future policy recommendations for schools in Alberta, Canada. The first section discusses educational computing in Alberta and the other Canadian provinces and in Minnesota, Texas, and Florida. The second section describes aspects of the educational delivery system in Alberta and outlines ways computers can serve education. The third section makes recommendations for preservice and inservice teacher training; the evaluation, distribution, and development of courseware and hardware; the establishment of communication networks; and the development of peripheral equipment for handicapped students. It also makes recommendations concerning the planning, organization, and funding necessary to carry out these recommendations. The next section describes research studies that will be necessary to answer pedagogical questions about the most effective use of computers in schools. The last section summarizes conclusions and lists 11 goals to be accomplished in the next 5 years. A glossary of about 80 microcomputer terms is appended. The executive summary, which contains the recommendations and conclusions of the report but omits supporting material, is also included. (CB)

SPONS. AGENCY- Alabama State Dept. of Pensions and Security, Montgomery.
PUB DATE- Aug 84
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Comparative Analysis; Criterion Referenced Tests; Disadvantaged Youth; Early Reading; Norm Referenced Tests; *Phonics; *Preschool Children; Preschool Education; Program Descriptions; *Reading Comprehension; Reading Instruction; *Reading Skills; Reading Tests; Student Evaluation; *Time Factors (Learning); Training
IDENTIFIERS- Direct Instruction; *Distar Reading Program; Georgia (Atlanta); Scripts (Knowledge Structures); *Synthetic Phonics Approach; Wide Range Achievement Test

The development of strong reading competencies in educationally at-risk preschoolers in the Early Childhood Day Care Center (University of Alabama) was established through intensive training with a synthetic phonics approach. Subjects' reading performance was assessed on the basis of criterion-referenced tests and standardized reading tests, including the Wide Range Achievement Test and the first-grade Metropolitan Achievement Test (MAT). Noteworthy were findings for differences in length of program participation: children entering first grade who had 2 years of preschool training scored at the second-grade level on most MAT subtests and were firm on a range of decoding and inferential-based comprehension skills, whereas those with 1 program year did best on decoding and literal-comprehension items. Evaluation of reading competencies of children from other preschool programs not providing reading instruction showed word recognition and comprehension performance to be low or nonexistent; letter recognition and letter naming, however, were at average levels. (This document describes the synthetic phonics approach in detail.) (Author/RH)

ED 250 077 PS 014 643

Empson, Judith V.; And Others
An Impact Evaluation of the Resource Access Projects, 1981-1982.
Littlejohn (Roy) Associates, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Child Custody; Children; *Developmental Stages; *Divorce; *Emotional Adjustment; Family Problems; Foreign Countries; Infants; Intervention; *Parents; Preschool Children; Sex Differences
IDENTIFIERS- Australia (New South Wales)

A sequence of stages in children's emotional response to parental separation and divorce is described, some effects of continued parent hostility are pointed out, and aspects of children's adjustment to changed family circumstances are briefly discussed. Developmental differences in children's responses to divorce are considered on the basis of research findings. Specific attention is given to the responses of infants, preschool children, school-age children, and adolescents. Children's perceptions of their parents' divorces are examined with reference to custody and the sex of the custodial parent; long term effects of divorce are discussed in terms of adjustment, sex of children, parenting, and problem solving. An educational program designed to assist divorcing parents and their children to express feelings about divorce and to provide some guidelines for counselors and teachers dealing with children of divorce is also described. (RH)

ED 250 091 PS 014 667

Phillips, Shelley
Do Babies Think? How Do Babies Think? Unit for Child Studies. Selected Papers Number 23.
New South Wales Univ., Kensington (Australia). School of Education.
PUB DATE- 82
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Ability; Competence; *Developmental Stages; Foreign Countries; Imitation; Infant Behavior; *Infants; Memory; Object Permanence; *Perception; Pretend Play; *Psychomotor Skills; *Self Concept
IDENTIFIERS- Australia (New South Wales); Causal Inferences; Intention; Person Perception; Self Recognition; *Symbolic Representation

Prekindergarten Interest Centers.
PUB DATE- 84
NOTE- 109p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Competence; *Inservice Teacher Education; *Learning Centers (Classroom); *Parent School Relationship; Practicums; Preschool Curriculum; Preschool Education; *Preschool Teachers; Questionnaires; *Teacher Improvement; Team Training; Workshops

A practicum was conducted primarily to increase prekindergarten teachers' skills as well as their personal feelings of competence and confidence as they worked in interest centers set up and planned by other teachers. A secondary goal was to decrease the number of interruptions during the school day due to questions and problems resulting from the use of another teacher's plans. Need for the practicum was evidenced by parents' complaints regarding teachers' skill levels and was substantiated by data from teacher self-evaluation questionnaires. To address practicum goals, each prekindergarten teacher prepared and presented a workshop relative to her area of specialization. Workshops focused on the teachers' philosophies, goals, and objectives; scope and sequence; and activities and uses of materials. In addition, they showed how these factors translated into daily lesson plans. Analysis of data revealed positive outcomes of the intervention. Participating teachers indicated on an evaluation form that the information conveyed in each of the four sessions was valuable. A post-questionnaire revealed measurable growth in specific skill areas, and parental complaints ceased. (Related materials are appended.) (Author/RH)

ED 250 105 PS 014 692

Hammonds, Karl E.; Brathwaite, Rudolph L.
The First Annual Health Promotion in Day Care Conference (Washington, D.C., April 7, 1984). Conference Proceedings Report.
Learning Nest, Inc., Washington, DC.
PUB DATE- May 84
NOTE- 26p.
AVAILABLE FROM- The Learning Nest, Inc., 2115 Suitland Terrace, S.E., Suite 101, Washington, DC 20020 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

ED 250 119 RC 014 991

Beck, David, Ed.
Contemporary Issues Reader One: A Humanistic View of Diversity and Commonality in the Tribal and American Indian Community.
Native American Educational Services, Inc., Chicago, Ill.
SPONS. AGENCY- Illinois Humanities Council, Champaign, Ill.
PUB DATE- 81
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *American Indian Education; *American Indian Studies; Cross Cultural Studies; Cultural Context; Curriculum Development; *Educational Philosophy; Leadership Responsibility; Models; Multicultural Education; *Needs Assessment; Policy Formation; Public Schools; Self Concept; *Tribal Sovereignty; *Urban American Indians; Urban Education; Values
IDENTIFIERS- Boys Clubs of America

This volume is a collection of articles by American Indian educators, counselors, and administrators who seek to record the transformation of oral traditions into literate through the use of the written word. A variety of topics are discussed within broad frameworks, from the humanities to the highly technical. "Indian Learners and Public Education Policy" (D. Beaulieu) addresses issues and options by examining the roles of public agencies and tribal governments. "The Tribal Community and an Academic Philosophy" (R. V. Dumont, Jr.) examines curricular models. "History and Indian Leadership" (W. E. LaMere) discusses Indian values, identity, and treatment to trace management problems. "Tradition in a Contemporary Setting: Sentimentality or Spirituality" (E. Savilla) juxtaposes negative and positive viewpoints of traditional beliefs and practices. "Corporate Formation and Organizational Development in the Boys Club" (R. G. Archiquette) presents an historical perspective of the Boys Club of Oneida, Inc. "Theoretical Complexities of Urban Indian Education" (L. Delgado) examines community needs vs. public school policy. A review of the novel "Ceremony" by Leslie M. Silko praises its contribution to an understanding of Pueblo Indian legends and rituals. (MM) (modal, habit and repetition, and degree) are discussed and ways in which sentences can be expanded into longer and more complex ones are explained. Two appendices provide the vocabulary words and grammatical morphemes (Hualapai-English and English-Hualapai) that appear in the book. (ERB)

ED 250 133 RC 015 016

Lee, Linda E.
Research: A Report of the Planning and Research Branch.
Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.
PUB DATE- Jun 83
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Access to Education; *American Indian Education; *Canada Natives; College School Cooperation; Community Colleges; Counseling Services; *Dropout Research; *Educational Planning; Enrollment Influences; Financial Support; Foreign Countries; Needs Assessment; Postsecondary Education; Rural Education; School Holding Power; School Readiness; Secondary Education; Sociocultural Patterns; Tables (Data); *Trend Analysis
IDENTIFIERS- Canada; *Manitoba

Existing enrollment and financial assistance data for Frontier School Division and provincial school students were examined to identify trends and factors in secondary and postsecondary school participation and to suggest strategies for increasing postsecondary accessibility and participation. Figures for 1977-1982 indicated that 25-30% of Frontier students received financial assistance from the Student Aid Branch and that retention through grade 12 increased for Frontier students while remaining stable for provincial students. Frontier vs. provincial overall figures revealed that more Frontier students expected to attend college but more provincial students expected to complete a degree. Other data reflected sex, parental and sibling influence, social and employment considerations, and support of other individuals. Financial and institutional barriers appeared to seldom hinder access to post-secondary education; the crucial, and very real barriers were social and cultural factors. To increase postsecondary participation and retention of Frontier students requires additional counseling, use of distance education and satellite campuses, college introductory and orientation programs,

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Environment; Elementary Education; *English (Second Language); Grade 2; Immigrants; Reading Skills; *Second Language Learning; Spanish Speaking; Student Attitudes; Student Interests; *Student Motivation; Teacher Attitudes; Writing Instruction; *Writing Skills; Young Children
IDENTIFIERS- Florida

A case study of the progress of Janice, a native Spanish speaking second grader learning English in a Florida public school, focuses on the classroom environment in which she was learning English, her writing development, her perceptions of writing in English and how they changed over time, and her struggles in the face of her teacher's and others' expectations of her writing. The approach of the study, begun as an objective examination of the process of a child simultaneously acquiring native language and English literacy, became one of direct encouragement of the pupil based on a whole language perspective on literacy education, involving meaningful reading and writing experiences. The study followed Janice from her first days in the United States to the end of the school year, which included both standard classes with instruction in English and daily classes in English as a second language. The researcher's regular meetings with the student are chronicled, and samples of her writing and drawing are included. It is concluded that the student's writing was influenced at points during the year by her classroom instruction and her teachers' assumptions about English literacy: that correct spelling and letter formation are prerequisite's to communication, that writing consists of using lists of words in sentences, that writing is accurate copying, that one should write only if spelling correctly, that the teacher assigns what and when to write, and that nonfluent English speakers shouldn't or can't write English. Despite this, Janice did write and did make progress when given the encouragement of a whole language learning environment. (MSE)

ED 249 761 FL 013 995

Rigg, Pat
Petra: Learning to Read at 45.
PUB DATE- Mar 83
NOTE- 22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (17th, Toronto, Ontario, March 16-19, 1983).
LANGUAGE- English

Iszkowski, Marie-Charlotte
Metropolitan French: Familiarization & Short-Term Training.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- 84
NOTE- 600p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; Course Content; Course Descriptions; *Cultural Education; Curriculum Guides; Daily Living Skills; Foreign Countries; *French; *Government Employees; *Second Language Instruction
IDENTIFIERS- *France

The U.S. Department of State's Foreign Service Institute French Familiarization and Short-Term (FAST) course for personnel working and living in France consists of 10 weeks of French language instruction combined with practical and cultural information. An introductory section outlines FAST course objectives and sample teaching techniques in English and French for the teacher and contains a preface for students. Forty lessons follow that focus on these topics: arrival and meetings; finding a taxi; conversing with an embassy car driver; finding the embassy; hotel procedures and communication; train, air, and subway travel; dry cleaning; shopping at the bakery, delicatessen, greengrocery, butcher shop, pharmacy, and tobacconist; traffic jams; restaurant food and wines; calling a doctor; planning an outing with friends; dining in a French home; dinner conversation; getting a haircut; buying an electrical appliance; answering the embassy telephone; making an appointment; greeting an embassy visitor; getting a traffic ticket; dealing with a traffic accident; finding an apartment; accepting a delivery; calling a locksmith; and responding to emergencies. An appendix addresses letter-writing needs. Indexes and a glossary are included. (MSE)

ED 249 776 FL 014 602

Wald, Benji
Some Observations on the Syntactic Development of Discourse beyond

ED 249 789 FL 014 615

Berman, Ruth A.; Dromi, Esther
On Marking Time without Aspect in Child Language.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Sep 84
NOTE- 11p.; In: Papers and Reports on Child Language Development, Volume 23, p23-32 Sep 1984. This research was supported by a grant from the United States-Israel Binational Science Foundation, Jersualem.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; *Hebrew; *Language Acquisition; Semantics; Serial Learning; *Tenses (Grammar); *Time Perspective; *Verbs
IDENTIFIERS- Aspect (Verbs)

A study of the acquisition of time-related grammatical forms in Hebrew-speaking children looked at three kinds of information: (1) relative frequency of occurrence of different verb forms at different ages; (2) the relationship between tense-murking on verbs and the semantics of verbs used at different ages, and (3) the use of time adverbs referring to present, past, or future as they interact, with verb forms. The data were drawn from 160 transcripts of adult-child interactions of 102 children aged 1.0 to 5.6 years. The basic unit of analysis was the grammatical constituent "clause." The overall results of the study confirmed previous case study findings on the centrality of imperative and infinitive forms in early verb usage. It was further noted that the three categories of present, past, and future do not correspond to three distinct slices of a timeline. The more relevant questions concern the patterning of deployment of each category by itself and in interaction with others, rather than their relative order of acquisition as children learn to mark time in their native languages. (MSE)

ED 249 790 FL 014 616

IDENTIFIERS- *Nova Scotia

The curriculum guide for the French communications course is provided by Nova Scotia's secondary schools for students not wishing to complete the core French curriculum. A program giving experience in French communication useful for employment and leisure and allowing for flexibility in high school course selection is outlined. Its objectives include: (1) provision of a predominantly oral program with limited objectives for written expression; (2) a re-entry point for students having previously dropped a language course; (3) initial entry for high school students; (4) opportunity for student self-motivation; and (5) linguistic, historical, and cultural appreciation of French-based culture. The guide outlines recommendations for developing language skills at this level (listening, speaking, limited writing and reading, and grammar) and suggestions for teachers concerning course level descriptions for grades 9-12. Other areas discussed include a comparison of the phonetic and phonological components of the communications course and the core program, possible areas of coordination between materials used for the core program and those used for the communications program, and a list of useful supplementary materials. (MSE)

ED 249 804 FL 014 633

Reading - French, Second Language. Introductory to Senior Levels. Youth Education: Teaching GUide No. 42.

Nova Scotia Dept. of Education, Halifax.

PUB DATE- 79

NOTE- 38p.; For related documents, see FL 014 628 and FL 014 630-632.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Advanced Courses; *Classroom Techniques; Course Descriptions; Curriculum Guides; *Developmental Stages; *Educational Objectives; Foreign Countries; *French; High Schools; Instructional Materials; *Reading Instruction; Secondary Education; *Second Language Instruction; Teaching Guides

IDENTIFIERS- *Nova Scotia

The curriculum guide for Nova Scotia's advanced level reading course in French as a second language focuses on assisting the students in transfering first language reading skills to the second

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Communication; *Communication Skills; *Cultural Differences; Culture Conflict; *English (Second Language); Foreign Countries; *Foreign Students; Graduate Study; International Educational Exchange; Language Research; Oral Language; Science Education; Student Participation; Study Abroad; Teacher Behavior; *Teacher Student Relationship

IDENTIFIERS- *China

A study of classroom communication skills and strategies initiated in an effort to enhance the experience of Chinese graduate students visiting the United States had two parts. In the first, communications in a sampling of U.S. graduate science courses were examined, resulting in information about the language of classroom conversation management. This information was then incorporated into oral communication classes in China. The second part of the study, undertaken in China, looked at interaction in graduate science courses to (1) examine apparent cultural differences in more detail, (2) determine whether the strategies being taught from the study's first part were those most needed by students going abroad, (3) orient Chinese scientists going abroad at a more general level to classroom interaction, and (4) orient foreign teachers and scholars working in China. The results of both sets of data were analyzed for similarities, differences, and salient characteristics of classroom communication in the two countries, and the results are presented. The analysis focuses on these communication features: total class time for teachers and students, student and teacher initiation of interactional frames, techniques used by students in initiating interaction, and nonverbal feedback from students. The implications of these results for the U.S. scientist going to China are discussed briefly. (MSE)

HE

ED 249 819 HE 015 675

Estler, Suzanne E.

Evolving Jobs and Nonteaching Professional Staff in Universities: An

ED 249 832 HE 017 718

Bjorklund, Eskil
The Research on Higher Education Program. Swedish Research on Higher Education, 1984-5.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE- 17 Aug 84
NOTE- 29p.
AVAILABLE FROM- National Swedish Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; College Administration; *College Role; *Educational Research; Foreign Countries; *Higher Education; Program Descriptions; *Research and Development; *Research Projects
IDENTIFIERS- *Sweden

Information on the Research on Higher Education Program in Sweden is presented. After an overview of the program, a bibliography of current studies by subject area, and descriptive information on current studies are provided. The research program was given an independent status within higher education research and development. The program deals with four main fields of inquiry: the role of higher education in society, the organization of higher education, the research function, and the educational function. All these areas are studied in a multidisciplinary approach whereby problems are analyzed both structurally and in process and individual perspectives. The program uses the research approaches of the humanities and the social sciences, as well as the study topics of the natural sciences and technology. The percentage of grants by discipline for 1971-1984 is tabulated. In addition, a table summarizes the research publications by disciplines and language (Swedish/English). Profiles on 26 studies include an abstract, the college department involved, the project leader, and the project period. (SW)

Borko, Eileen Goldstein); "Continuing Education for the Returned Professional" (Stephen C. Dunnett); and "Conclusion" (Mary Ann G. Hood). (SW)

ED 249 846 HE 017 732

The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part III).

National Association for Foreign Student Affairs, Washington, D.C.

PUB DATE- 84

NOTE- 165p.; For Parts I and II, see ED 206 241 and ED 206 212.

AVAILABLE FROM- National Association for Foreign Student Affairs, Publications Order Desk, 1860 19th Street, N.W., Washington, DC 20009 ($6.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *College Admission; *College Applicants; *Degrees (Academic); Educational Certificates; *Foreign Countries; *Foreign Students; Grading; *Graduate Students; Guidelines; Higher Education; *Student Placement

IDENTIFIERS- Africa; Asia; Europe

Information on schooling in 50 countries is provided in the third volume of a handbook on the placement of foreign graduate students. For each country, guidelines concerning placement in U.S. graduate programs are provided. In addition, country profiles cover: years of study included at the primary, secondary, and tertiary levels; diplomas, certificates, and degrees awarded; tertiary institutions; and the grading system. Publications that provide additional information are also identified for each country. The 50 countries are as follows: Albania, Bahrain, Barbados, Bolivia, Bulgaria, Burundi, Cameroon, Chad, Chile, Cuba, Czechoslavakia, Denmark, Dominican Republic, Ecuador, El Salvador, France, Gabon, Guatemala, Guinea, Jamaica, Kampuchea, Democratic People's Republic of Korea, Lebanon, Malawi, Mali, Mauritania, Mauritius, Niger, Papua/New Guinea, Paraguay, Poland, Romania, Rwanda, Senegal, Sierra Leone, Sri Lanka, Sudan, Surinam, Tanzania, Trinidad/Tobago, Uganda, United Kingdom, Upper Volta, Uruguay, U.S.S.R., Yemen Arab Republic, People's Democratic Republic of Yemen, Yugoslavia, Zaire, and Zimbabwe. (SW)

Association of Universities and Colleges of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-88876-084-1
PUB DATE- Oct 84
NOTE- 59p.; Marginal legibility due to being printed on colored paper.
AVAILABLE FROM- Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada, K1P 5N1 ($3.00).
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Graduates; College Second Language Programs; College Students; *Degrees (Academic); *Enrollment Trends; *Expenditures; Financial Support; Foreign Countries; *Higher Education; Immersion Programs; Place of Residence; Population Trends; Research and Development; Student Characteristics; Unemployment
IDENTIFIERS- *Canada

Statistics on Canadian universities are presented in 30 tables in both English and French. Topics include the following: total population and age group 18-24 by province for 1971, 1976, 1981, and 1983; full-time enrollment for selected years, by educational level; graduates in selected years for secondary schools, community colleges, and universities; unemployment rate by educational attainment, annual averages, 1975 to 1983; sources of funds and expenditures for education, 1982-1983 and 1983-1984; gross domestic expenditures on research and development (R&D) in current dollars, in percentages of gross national product, and in 1971 dollars, 1971-1984; percentages of gross domestic expenditure on R&D by sector, 1968 to 1984; enrollments in second language immersion programs by province and grade, 1983-1984; enrollments, degrees, number of teachers, and revenues of institutions that are members of the Association of Universities and Colleges of Canada; university enrollment by registration status, sex, age, citizenship, and province; full-time university enrollment by home province and province of study; and undergraduate and graduate enrollment by field of study, registration status and sex. Data are also provided on degrees, diplomas, and certificates; tuition; faculty; university expenditures; operating expenses; and libraries. A list of agency publications concludes the document. (SW)

ED 249 860 HE 017 746

Report of the Workshop on the Effort Reporting Requirements of OMB

ED 249 873 HE 017 774

Moseley, James L.
Common Medical Abbreviations and Terminology: Modularized Instruction for Nurses.
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Abbreviations; *Definitions; Higher Education; *Learning Modules; *Medical Vocabulary; Nurses; Nursing Education; Pretests Posttests

A learning module to introduce nurses to the main medical abbreviations and often-used prefixes and suffixes is presented. Learning objectives of the module are: to provide the definitions of often-used suffixes and prefixes, and to identify definitions of medical abbreviations. The following materials are presented: a pretest consisting of 30 abbreviations, answers to the pretest, a list of three medical dictionaries of abbreviations and acronyms, a 25-item posttest requiring matching of abbreviations and the answers, answers to the posttest, pretests for matching medical prefixes and suffixes and the answers, posttests for writing the definitions for 25 medical prefixes and 25 suffixes, and the answers for the posttests. A few learning activities are also suggested. (SW)

ED 249 874 HE 017 775

Hanisch, Thor Einar; Vollmann, Wolfgang, Ed.
A Review of Statewide Long-Range Planning. Commission Report 84-17.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 30 Apr 84
NOTE- 44p.; One in a Series of Background Papers for the Commission's Long Range Planning Project, "A Prospectus for California Postsecondary Education, 1985-2000." For related document, see ED 247 832.
AVAILABLE FROM- California Postsecondary Education Commission, 1020

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Allied Health Occupations Education; Articulation (Education); *College Admission; College Programs; Degrees (Academic); Educational Certificates; Educational Testing; Elementary Secondary Education; Foreign Countries; *Foreign Students; Higher Education; International Educational Exchange; Secondary School Curriculum; *Student Placement; Study Abroad; Teacher Education

IDENTIFIERS- Barbados; *Caribbean; *Foreign Educational Credentials; Guyana; Jamaica; Trinidad and Tobago

The educational system of the Commonwealth Caribbean is described, and placement recommendations concerning students who want to study in the United States are presented. After a description of primary education, the secondary education systems of Jamaica, Trinidad and Tobago, Guyana, Barbados, and other territories are discussed. Information is provided on the General Certificate of Education (G.C.E.) for secondary education, and the application of high school and G.C.E. subjects for admission to American colleges. Local examinations for the Caribbean Examinations Council and for Jamaica are considered. Teacher education degrees at the University of West Indies and the University of Guyana are covered, along with teacher training colleges, and individual programs in education at the different islands/territories. University issues are discussed, including governance, departments, admissions, degrees, credits, and examinations. Information on 29 institutions of further education and on 14 allied health professions programs is provided, along with details of qualifications for training programs in such areas as accounting, business, commerce, and technology. The placement recommendations cover school transfers, high school graduation, and educational certificates and degrees. (SW)

ED 249 887 HE 017 789

Berry, Stan

A Guide to the Academic Placement of Students from Ghana in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- 76

NOTE- 57p.; World Education Series. Placement recommendations

Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($6.00)

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Records; Articulation (Education); College Admission; Degrees (Academic); Educational Certificates; *Elementary Secondary Education; Foreign Countries; *Foreign Students; Health Personnel; *Higher Education; *Institutional Characteristics; International Educational Exchange; Professional Education; Records (Forms); *Student Placement; Study Abroad; Teacher Education; Technical Education

IDENTIFIERS- *Africa (South); Botswana; *Foreign Educational Credentials; Lesotho; Rhodesia; South Africa; Swaziland; Zimbabwe

The educational systems of Southern African countries are described, and guidelines concerning the placement of students who wish to study in U.S. institutions are provided. Information is provided on educational levels (primary, secondary, and higher education); and types of programs (technical/vocational education, teacher training, and professional and adult education). Separate sections are provided for (1) the Republic of South Africa; (2) Botswana, Lesotho, Swaziland; and (3) Zimbabwe-Rhodesia. Specific topics concerning higher education include: admissions; grading systems; college transfer; exams; academic records; diplomas and certificates; undergraduate and graduate study; agricultural education, study at technical institutes; technical school diplomas and certificates; teacher training for different educational levels; health professions education; and other professional training (legal, engineering, architecture, accounting). Suggestions for U.S. admissions officers address concerns such as: students' English proficiency, differing standards among schools, diplomas and certificates, and transcripts. Supplementary materials include: a glossary, sample transcripts and diplomas, institutional profiles, and information on entrance requirements for technical programs and duration of technical training. (SW)

ED 249 898 HE 017 801

Weiss, Arnold H.

Spain: A Guide to the Academic Placement of Students in Educational Institutions of the United States.

ED 249 910 HE 017 819

Belmont, Jean
Institutional Financial Planning and Debt Management Manual.
Saint John's Univ., Jamaica, N.Y.
PUB DATE- Oct 84
NOTE- 55p.; For related documents, see HE 017 821-823.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; Expenditures; *Financial Aid Applicants; Graduate Students; Guides; Higher Education; Law Students; *Loan Repayment; *Money Management; Salaries; *Student Financial Aid; *Student Loan Programs; Undergraduate Students
IDENTIFIERS- *Debt (Financial); Saint Johns University NY

Information on managing debt acquired by St. John's University students is provided. After a review of the objectives and services of the university's financial aid office and the application and award process, 1984-1985 budgets and estimated 1985-1986 budgets are proposed for an undergraduate, graduate, and law school student. Each budget provides expense data based on students' dependency status. Financial counseling services offered to first-year students, upper-class undergraduates, and law and graduate students are described. Loan deferments are also discussed, along with kinds of investments that students might make with part of their income. Information is provided on acceptable levels of indebtedness, based on entry-level salary levels for over 80 professions. Additional data are presented on: the average cumulative levels of indebtedness of St. John's University graduates in 1983; living expenses (e.g., transportation, rent); student loan repayment for different interest rates; and taxes students will have to pay. Sample budgets for undergraduate, graduate, and law students cover: living at home/no car, living in own apartment/no car, living at home/used car, and living at home/new car. Agendas of seminars on financial planning and debt management are appended. (SW) mathematics and science; (2) concern about sex-related differences in science and mathematics, which also emerge in the area of computers; and (3) studies of children's learning processes and computer use in education, which provide material about patterns of sex differences in learning with computers. It is suggested that the type of use and the organization of the use setting are major determinants of boys' and girls' involvement with computers. A 33-item reference list is included. (LMM)

ED 249 923 IR 011 342

Sheingold, Karen

The Microcomputer as a Medium for Young Children. Technical Report No. 26.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

PUB DATE- May 84

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; Computer Software; Interaction; Learning Activities; *Microcomputers; Primary Education; Research Needs; *Symbolic Learning; Technological Advancement; *Young Children

IDENTIFIERS- *Computer Uses in Education

Educators are asking about the appropriate role of computers in the classroom, whether computers have a legitimate place in a classroom for young children or will supplant more important activities, and whether children under the age of 8 should use microcomputers. These general questions must be examined in order to discover the real, underlying issues and how they can be addressed. One concern is that this new technology is not "real," but that the microcomputer is a symbolic machine that is used to represent and manipulate symbol systems. The symbolic nature of the microcomputer per se, however, does not make it incompatible with or inappropriate for use by young children. A critical issue is how the child engages with a particular system via the microcomputer. Microcomputers can be used to provide cognitive support; as a means for reflecting on other activities and better understanding activities in other media; and to help children take a broader view of the computer as an important piece of technology. The concern that the technology will take over, and that teacher behavior or

evaluation models used in designing this project, and charts showing participant responses. (LMM)

ED 249 937 IR 011 377

Colle, Royal D.
Communication Planning for Effective Nutrition Programs.
PUB DATE- 83
NOTE- 36p.; An earlier version of this paper was presented at the Asian Regional Workshop on Effective Communication for Nutrition in Primary Health (Bangkok, Thailand, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Educational Media; Financial Support; Health Education; *Mass Media; Material Development; *Nutrition Instruction; *Policy Formation; *Program Development

Primary health and nutrition have been linked with communication in a variety of well-publicized projects. This partnership between communication and nutrition was made necessary by the confrontation between an expanded demand for services and limited resources for meeting the demand. Senior officials have a substantial role to play in seeing that their programs gain the full benefit of what an effective communication program can offer by accepting the responsibilities to: (1) examine, at the planning stage of any program, the implications in it for communication; (2) insist that communication or education people work within the framework of a communication strategy; and (3) provide communication resources. In planning, steps should include policy formation and development of a comprehensive strategy to meet program goals. With an understanding of the policy and comprehensive strategies that govern a project's overall efforts, communications specialists should start a process that includes analysis, strategy, implementation, evaluation, and next-step planning. Program officials should insist that the top communication managers deal explicitly with the elements of principal objectives, best tentative solutions, audiences, media channels, themes/messages, and schedules. A summary chart of communication and education techniques includes methods, their advantages and disadvantages and comments. (LMM)

by the television curriculum; and teaching skills. Four references are listed. (Author/LMM)

ED 249 951 IR 011 395

Hart-Landsberg, Sylvia
Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use.
Agency for Instructional Television, Bloomington, Ind.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.
PUB DATE- Jan 82
NOTE- 181p.; For related documents, see IR 011 390-398.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($6.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Television; Elementary Education; Field Tests; Intermediate Grades; Language Arts; Mathematics Instruction; *Observation; *Problem Solving; Study Skills; Teachers; *Teaching Methods; Television Research; *Television Viewing; *Use Studies
IDENTIFIERS- *ThinkAbout

This report describes the yearlong case study based on participant observation at a school which used ThinkAbout, a series of 60 15-minute instructional television programs designed to strengthen the reasoning skills of fifth and sixth graders, and to review and reinforce language arts, mathematics, and study skills. Discussion covers the patterns of attention, classroom discussion, special projects, and values that the series promoted, and recommends tasks for television producers, teachers, and researchers to increase the value of this and other school television programs. The following findings are examined: (1) many types of sessions entailed the teaching of problem solving, and several types of teaching sessions seemed to stimulate students to solve problems as much as, or more than, those using the television series; (2) public education avoids controversial topics that may be the subject matter of a television series; (3) education practice is based on the assumptions that children's attention spans are short, that time segments for each subject must be short, and that teachers' patience for innovation, "unstructured" settings, and student

ED 249 964 IR 011 408

"On the Level" Final Report on Formative Evaluation. Research Report 77.

Agency for Instructional Television, Bloomington, Ind.

PUB DATE- Sep 80
NOTE- 91p.; Portions contain light print. For related documents, see IR 011 401-408.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($20.00 for set of 8 reports).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Coping; *Educational Television; Formative Evaluation; *Interpersonal Competence; Material Development; *Programing (Broadcast); Secondary Education; *Social Development; *Student Attitudes; Television Research; Television Viewing
IDENTIFIERS- *On the Level

This report describes a formative evaluation and presents an overview of the background and design of an instructional television series, "On the Level," designed to encourage teenagers' personal and social development. The series includes 12 15-minute video programs, 12 audio programs, and a student workbook. The design issues discussed include overall project goals and instructional design specifications. Research and evaluation activities reported include (1) the concept design, development and review; (2) treatment and script evaluation; and (3) program evaluation using data collected through student and teacher questionnaires, observation of teacher-led discussions, and evaluator-led discussions. Appendices list the essential and desirable intended outcomes as well as the theme and plot descriptions for each of the 12 programs, which cover the topics of dealing with conflict, accepting feelings, developing self-concept, coping with stress, changing family relationships, loneliness, career aspirations, peer group membership, friendship, love, prejudice, and thinking. Also appended are an evaluation activity schedule, summary capsules from the evaluations, and data collection measures, including the teacher and student questionnaires, the discussion profile, and the discussion profile coding graph. (LMM)

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Childhood Attitudes; Childhood Interests; Intermediate Grades; Literature Reviews; *Parent Child Relationship; *Peer Relationship; *Personality Traits; Play; Preadolescents; Research; Self Esteem; *Student Attitudes
IDENTIFIERS- *Skills Essential to Learning Project

This paper reviews the literature concerning attitudes of fifth and sixth grade students to provide background information for instructional designers and scriptwriters from the Skills Essential to Learning Project, which develops television/film series and related print materials for different grade levels to enhance the teaching of thinking skills in the context of major curriculum areas. The following topics are addressed: children's attitudes towards parents and peers; children's perceptions of their peers (who is the popular child?); sex segregation in the peer group; play interests of children; children's attitudes toward school subjects (mathematics, science, social studies, and reading); teachers, attitude, and achievement; and the personality traits of successful and unsuccessful students. Thirty-four references are listed. (LMM)

ED 249 979 IR 011 423

Garrett, Candace; Marshall, Patricia M.
Cognition in Fifth and Sixth Grade Children. Skills Essential to Learning Television Project: Working Paper.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Feb 77
NOTE- 26p.; For related documents, see IR 011 420-428.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Design Requirements; *Instructional Design; *Intellectual Development; Intermediate Grades; Preadolescents; Research; *Skill Development; *Teaching Methods; *Verbal Learning
IDENTIFIERS- *Skills Essential to Learning Project

PUB DATE- Nov 83
NOTE- 276p.; Carnegie Study on Distributed Computing.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Data Processing; Evaluation Criteria; Graphs; Library Automation; Library Cooperation; Library Expenditures; *Library Networks; Library Research; Library Services; Library Surveys; *Library Technical Processes; *Research Libraries; *Systems Development; Technology
IDENTIFIERS- *Distributed Data Processing Systems; *Research Libraries Group

Recognizing that the major technical direction of this decade is toward proximity of computing function to its users, the Research Libraries Group (RLG) is moving to distribute its processing capabilities. The goals of this study were to formulate an architecture for an RLG distributed system, to identify pre-existing components appropriate for inclusion in the network, to identify components not in existence that need to be developed, and to analyze the economic impact of distribution. The major tasks undertaken were an evaluation of candidate local systems and their vendors, using functional requirements gathered from a survey of member institutions; an assessment of current and future technology, with particular attention to availability, applicability, and price/performance over time; development of a distributed system architecture; and a financial analysis which measured the impact of distribution. The report is divided into six parts: (1) Introduction and Executive Summary; (2) A Distributed Systems Architecture; (3) The Member Survey; (4) Evaluation of Local Systems Alternatives; (5) Technology Assessment; and (6) The Financial Impact of Distribution. (THC)

ED 249 994 IR 050 862

Osielski, Mary Y., Comp.
Science Fiction: An Annotated Bibliography of Selected Resources in the University Libraries SUNY/Albany.
State Univ. of New York, Albany. Univ. Libraries.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

ED 250 008 IR 050 879

Chen, Donna; Peterson, Lorna

Management by Objective and Its Formal Performance Appraisal: A Versatile Tool of Management.

PUB DATE- 25 Jun 84
NOTE- 17p.; A Poster Session Paper presented at the Annual Meeting of the American Library Association Poster Session (103rd, Dallas, TX, June 23-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; *Evaluation Criteria; Evaluation Methods; *Librarians; *Management by Objectives; *Objectives; Organizational Objectives; *Performance Contracts; Personnel Evaluation; Records (Forms); Specifications

This paper discusses the utility, versatility, and pros and cons of the formal performance appraisal as one of the tools of management by objectives (MBO). Rather than rating the traits of an employee, performance appraisal based on MBO rates an employee's achievements toward both his professional goals and institutional goals. The paper outlines the evolvement of performance appraisals as derived from MBO approaches at two college libraries: Ohio University Libraries, Athens, Ohio, and the Iowa State University Library, Ames, Iowa. Sample appraisal forms and guidelines are provided, and four advantages of performance appraisal are listed: (1) long range institutional goals and individual career growth are focused upon, thereby fostering a supportive relationship between the two; (2) achievements are enumerated periodically and problems are immediately identified and solutions attempted; (3) communication is enhanced and staff contribution encouraged in collective goal setting; and (4) objectivity is fostered by a concrete factual basis for appraisal. A selected bibliography is included. (Author/THC)

ED 250 022 JC 840 545

Price, A. Rae
Homesharing: A Project for the Community and the College. NCCSCE Working Paper Series.
National Council on Community Services and Continuing Education.
PUB DATE- 84
NOTE- 12p.; Originally published as an insert in Community Services Catalyst; v14 n4 Fall 1984.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Community Services; *Housing; *Housing Opportunities; Older Adults; Program Administration; Program Costs; Program Descriptions; *School Community Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Homesharing Project; *Metropolitan Community Colleges MO

Since its inception in 1982, the Metropolitan Community Colleges' Homesharing Project has helped hundreds of people who have space in their homes to share to link up with people who need places to live. The Homesharing Project involves the following: (1) a person who is interested in sharing his/her home calls for information about the program; (2) a questionnaire and information is sent to the homeowner by a project staff member; (3) interviews are held with interested homeowners (in the home) and homeseekers (in the office); (4) during the interviews, each party is asked what he/she can offer (e.g., space, help with bills or chores, and home maintenance); (5) participants are matched on the basis of location, transportation, and financial requirements; (6) interested homeowners are introduced to potential homesharers; (7) if the parties agree, they sign a Homesharing Agreement Statement and a Non-Liability Contract, and the homesharer moves in at the time specified by the homeowner; and (8) the project staff make themselves available for consultation and follow-up interviews as needed. During the first 2 years of the project, 2,849 people applied for participation in the project, 1,541 interviews were conducted, and 285 matches involving 640 people were completed. The success rate of the homesharing arrangements was approximately 65%. This descriptive report includes information on project funding, staffing, governance, and media support, as well as copies of the "Should I House Share?" questionnaires for homeowner and homesharer

ED 250 036 JC 840 571

Belair, Charles
Microcomputers in the Learning Center: Guidelines for Avoiding Costly Mistakes.
PUB DATE- Mar 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software; *Educational Technology; *Media Selection; *Microcomputers; Postsecondary Education; *Remedial Instruction

Guidelines for the planning and purchase of microcomputer systems are presented in outline form. These guidelines are directed to educators in developmental education, special education, and learning center environments; however, they are applicable to all educators intending to use microcomputers. First, a discussion of hardware considerations is presented. Guidelines for selecting a computer are offered, focusing on business/office and educational uses and the computer configuration. Information on chip type, stand-alone and mainframe terminals, and shared storage and communication is included. Suggestions are also outlined related to the following: maintenance, supplies, security, furniture, cables, and construction. A discussion of peripherals is presented, including input devices, such as the keyboard, numeric key pad, disk drive, tape recorder, game paddle, graphics tablet, touch screen, light pen, scientific instruments, optical mark reader, and microphone; output devices, such as the screen, printer, and speaker; communication devices, such as the multiplexer and modem; and interface boards. Next, considerations in software selection are addressed, including the learning characteristics of developmental students, the unique properties of the computer, and conditions of learning. Finally, a planned approach to using microcomputers in the learning center is outlined. (LAL)

ED 250 037 JC 840 573

Rounds, Jeanine C.; Andersen, Dan
Tests in Use in California Community Colleges: Standardized Tests Most Used for Placement in English, Reading, ESL, and Math.

Rules of the Illinois Community College Board, Fiscal Year 1985.
Illinois Community Coll. Board, Springfield.
PUB DATE- 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Role; *College Administration; College Programs; *Community Colleges; Construction Programs; Educational Finance; Governance; *Governing Boards; Institutional Evaluation; *State Agencies; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Illinois

Rules adopted by the Illinois Community College Board (ICCB) related to administration, recognition, programs, students, finance, and capital projects are presented in this report. Subpart A of the report focuses on ICCB administration, containing rules related to advisory groups, rule adoption, manuals, advisory opinions, the executive director, information requests, the organization of the ICCB, appearance at ICCB meetings, and appeal procedures. Subpart B, presenting rules related to college recognition, focuses on recognition provisions, evaluation, review and appeal, and recognition standards. Subpart C deals with programs, listing rules regarding program approval, program requirments, statewide and regional planning, extension centers, state or federal institutions, cooperative agreements, and reporting requirements. In subpart D, student-related rules concern admissions, student services, academic records, student evaluation, and reporting requirements. Rules related to finance are presented in subpart E, including those pertaining to financial planning; audits; budgets; non-resident student tuition calculations; financial statements; credit hour, disadvantaged student, and economic development grants; and reporting requirements. Finally, subpart F lists rules governing capital projects, their approval, funding, changes, and reporting requirements. Each subpart begins with definitions of terms. (LAL)

ED 250 050 JC 840 588

Stewart, Anne
Staff Computer Literacy in the Community College: A Resource Inventory and Directory, 1984.
American Association of Women in Community and Junior Colleges.

ED 250 063 PS 014 501

Drewry, Debra L.; Clark, M. L.
Similarity Effects and Age Differences in Children's Friendships.
PUB DATE- Apr 84
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Birth Order; Elementary Education; *Elementary School Students; *Friendship; Grade 3; Grade 6; Intelligence; Interpersonal Attraction; *Preschool Children; Preschool Education; Self Concept; Siblings; Social Class
IDENTIFIERS- Popularity; *Reciprocity

Similarity of friends and the degree to which friendship selection criteria and similarity change as a function of age were investigated in this study. Subjects were 27 preschoolers, 34 third graders, and 30 sixth graders. Fifty-three percent were male, 47 percent were female, and 29 percent were black. Friendship choices were measured by sociometric techniques, and dyads were classified as either reciprocal or nonreciprocal. Data were obtained on intelligence, self-concept, popularity, attractiveness, birth order, number of siblings, and social class. Reciprocal dyads were found to be more similar in total and personal self-concepts, popularity, and attractiveness than were nonreciprocal pairs. Grade effects were found for popularity, attractiveness, personal self-concept, and gender. Results were discussed in terms of the cognitive-developmental approach and friendship theories. (Author/RH)

ED 250 064 PS 014 543

Evans, Judith L.; And Others
Roots and Wings, Volumes I and II. Parent-to-Parent Dissemination, Phases I and II.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Mar 84

PUB DATE- Sep 82
NOTE- 352p.; For related documents, see ED 189 799 and PS 014 626.
CONTRACT- HHS-105-81-C-022
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; *Day Care; Disabilities; Early Childhood Education; *Inservice Teacher Education; *Organizational Effectiveness; Performance; *Personnel; Profiles; *Program Evaluation
IDENTIFIERS- Project Head Start; *Resource Access Projects

In 1976, the Administration for Children, Youth, and Families (ACYF) designed the Resource Access Project (RAP) to strengthen services that Head Start programs provide to handicapped preschool children. Today, 15 RAPs are sponsored by public and private agencies and universities throughout the country. The ACYF-funded network of projects links services for handicapped children in Head Start with community services; serves as a resource for materials, information, and technical assistance; and trains Head Start teachers and administrators to mainstream special-needs children. This sixth annual evaluation report presents findings from the 1981-82 program year. Following an introductory chapter, the text presents "RAP Profiles," describing each project as to such features as funding sponsor and its contract history, funding level, states and number of Head Starts served, operations, and representative episodes. Other chapters treat the network as a whole, giving illustrations of the exceptional characteristics of individual projects. The chapter on budget and staffing organizes and analyzes data on financial and staff resources. The chapter entitled "Performance" presents findings regarding the fulfillment of each contractual obligation and is organized by 11 tasks, such as the provision of services and materials to grantees and the sponsorship of training conferences. The chapter on program impact reveals Head Start and state education agencies' perceptions of services received from RAPs and presents data concerning the evaluation of long and short term effects of Head Start personnel training. In the final chapter, evaluators summarize the major outcomes of this program year and suggest future emphases. (RH)

ED 250 078 PS 014 646

Butler, Deborah A., Ed.
In the Middle: Perspectives on Transescence and Middle School

Prior to considering the ability of infants to think, this discussion attempts to dispel prevalent myths about babies' thought processes. The fact that infants do not intentionally manipulate their parents; are not identical; are not simply hedonistic seekers of bodily pleasures; and are not passive, disorganized beings needing training into regularity is pointed out. In fact, infants are well-organized, individual in their responses, curious, active, and capable of learning. After establishing these premises, the question of the precise nature of infants' thinking abilities is explored in discussions of perception, physical activities with objects, the development of intention, the development of causality, construction of the permanent object, person permanence, motor memory and symbols, cognitive representation, development of self-awareness, and self-recognition. It is pointed out that (1) a baby's developing perceptual competence is remarkable; (2) processes of intentionality and causality have to be learned and are at first comprehended through infants' own bodies and their handling of objects; (3) symbolic representation at first appears to be of a motor nature; and (4) infants learn about themselves as reciprocating persons in interaction with caretakers. Throughout the discussion, emphasis is given to the need for parents to accept and facilitate children's development without feeling threatened. (RH)

ED 250 092 PS 014 668

Harris, Michael J.
Sleep Problems, Overtiredness and Overanxiety and Frustrating Children: From Birth to Preschool. Unit for Child Studies. Selected Papers Number 24.
New South Wales Univ., Kensington (Australia). School of Education.
PUB DATE- 82
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Differences; *Behavior Problems; *Eating Habits; *Emotional Adjustment; Family Problems; Foreign Countries; *Infants; *Sleep; *Young Children
IDENTIFIERS- Australia (New South Wales); Crying; Developmental Patterns

The first of the two discussions presented here, "Sleep Problems, Overtiredness and Overanxiety," describes sleeping behavior of

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Advocacy; *Day Care; *Health Education; *Health Personnel; *Parents; Workshops

Conducted to disseminate information about health care issues in the day care environment, the First Annual Health Promotion in Day Care Conference was attended by approximately 200 health care providers, parents, and advocates in the metropolitan Washington, D.C. area. Health needs of the total child were addressed, and practical recommendations and solutions to promote "positive well-being" were sought. Eleven workshops were conducted; these focused on dental care, stress in young children, food services in day care, detecting developmental delays, check-ups for children, hyperactivity, child abuse, prevention of accidental injuries, day care and the ill child, controlling communicable diseases, and the influences of television-viewing habits. In this report, workshop summaries provide names of moderators and panelists, state workshop objectives, and list recommendations for day care practices. The report also provides a very brief summary of the keynote address, profiles of individuals receiving awards, a few remarks about the closing summary session, and notes identifying special contributors to the conference. (RH)

ED 250 106 PS 014 698

Cohn, Anne H.
It Shouldn't Hurt to Be a Child.
National Committee for Prevention of Child Abuse, Chicago, Ill.
REPORT NO.- ISBN-0-937906-34-4
PUB DATE- 82
NOTE- 17p.
AVAILABLE FROM- National Committee for Prevention of Child Abuse, 332 South Michigan Avenue, Suite 1250, Chicago, IL 60604.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Intervention; Parent Education; *Prevention; Social Support Groups; Volunteers

This booklet provides basic information on child abuse and introduces the approach of the National Committee for Prevention of Child Abuse (NCPCA) to abuse prevention. Child abuse is defined and child abusers are characterized. Subsequently, various preventive programs are very briefly described. These include support programs

ED 250 120 RC 014 992

Roark-Calnek, Sue, Comp.
Haitian Component Bibliography. Migrant Heritage Studies Kit.
State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
PUB DATE- 84
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Creoles; *Cultural Background; Economics; Ethnic Groups; Folk Culture; Foreign Countries; Haitian Creole; *Haitians; *Immigrants; *Information Sources; Latin Americans; *Migrant Education; Migration; Multicultural Education; Organizations (Groups); Politics; Religion; Social Services; Social Structure
IDENTIFIERS- *Haiti

This 587-item annotated bibliography, designed as a supplement to the Haitian Component of the Migrant Heritage Studies Kit, provides access to additional information, including audiovisual materials, on resources on Haiti and Haitian immigrants, published between 1877 and 1984. Part I is a "General Bibliography" which includes 313 sources on Haitian history, contemporary life (organized by aspects of culture or society), and immigration. It encompasses such topical divisions as history, culture, language, politics, religion, folklore, migration, arts, social structure, agriculture, and economics. Part II lists "Educational Resources" useful for school, adult education, and community education programs, including bilingual or Creole-only teaching resources, audiovisual resources, and others. Part III, "Social Services," includes topical divisions relating to social welfare, family planning, health and folk medicine, and mental health. Part IV is an "Access Guide to Resources on Haiti" and lists 53 other bibliographic aids and resource programs serving Haitian immigrants to the U.S. It lists 22 pertinent bibliographies and guides, 19 major libraries with Haitian collections, and 8 Haitian-American community organizations. (MM)

ED 250 121 RC 015 000

Hispanics: Challenges and Opportunities. A Look at the Demographic, increased parental involvement, and adjustments in the student aid program. Future studies should focus on social and cultural factors and should develop and use effective data acquisition procedures. Comprehensive statistical data are presented in and appended to the report (MM)

ED 250 134 RC 015 017

Hwang, Sean-Shong; Murdock, Steve H.

The Impacts of the Age-Structure of Net Migration on the Economic and Socioeconomic Characteristics of Texas Counties, 1960-1980.

PUB DATE- Aug 84

NOTE- 25p.; Paper presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Groups; Change; *Cluster Analysis; Data Analysis; Economic Factors; *Migration Patterns; Population Distribution; *Population Trends; Rural Population; Rural to Urban Migration; *Socioeconomic Influences; Trend Analysis; Urban to Rural Migration

IDENTIFIERS- *Counties; Impact; *Texas

This analysis addresses the need for including age-structure effects in migration analysis as important for determining effects of a demographic process on an area's socioeconomic characteristics. It examines: (1) patterns of age-specific net migration across age groups for Texas' 254 counties in 1960-1970 and 1970-1980 using cluster analysis and, (2) the alternative and relative effects of total net migration, net migration for 16 separate age groups, and clusters representing different patterns of age-specific net migration across ages on selected economic and socioeconomic characteristics of Texas counties in 1970 and 1980 and on changes in such characteristics during 1960-1970 and 1970-1980. Results are presented in four tables. Tables 1 and 2 show means and standard deviations of each age-specific net migration rate for individual clusters identified for the two time periods and verify the large inmigration to Texas in the 1970's. Tables 3 and 4 show effects of net migration on counties' economic and socioeconomic characteristics. Results indicate there are age-structure effects independent of the effects of either total net migration or migration for individual age groups. Although the

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Case Studies; Classroom Techniques; *English (Second Language); Handwriting; Instructional Materials; Learning Processes; *Literacy Education; Mexicans; Middle Aged Adults; Migrants; Reading Instruction; *Relevance (Education); *Second Language Learning; Spanish Speaking; *Student Attitudes; Student Needs; Teacher Student Relationship; Tutoring

Petra Rodriguez, a middle-aged Spanish-speaking migrant woman without reading skills, made it clear when interviewed about reading, that she felt it to be the responsibility of literate people to teach illiterate people how to read. The researcher, as part of another project, arranged for tutoring in the woman's home and discovered that the woman's idea of reading differed from the tutor's and required adjustments in the psycholinguistic approach originally taken. Her concern was more with getting the letters right than with having meaningful reading experiences. A second and ultimately greater obstacle involved critical consciousness of one's self and situation. The problems of arranging transportation for the woman and her son's attitude about her learning to read led the investigator to understand that she and the tutor had missed important opportunities to direct the instruction to themes of importance to the student: her role, her life, her perceptions of herself. In addition, the investigator saw, after the fact, opportunities for looking at her own stereotypes of women, illiterates, or Mexican migrants, or at her attitudes and concepts of reading curriculum in this situation. (MSE)

ED 249 762 FL 014 316

Stern, H. H., Ed.
The Immersion Phenomenon: English-Speaking Canadians Come to Grips with the Country's Language Duality = l'enseignement immersif: le Canada anglais se dote d'un instrument efficace pour soutenir la gageure du biblinguisme.
PUB DATE- 84
NOTE- 145p.
AVAILABLE FROM- Office of the Commissioner of Official Languages, Ottawa, Canada K1A 0T8 (free).
LANGUAGE- English; French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not

Childhood.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Sep 84
NOTE- 10p.; In: Papers and Reports on Child Language Development, Volume 23, p134-141 Sep 1984.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Bilingualism; Child Language; Discourse Analysis; *English (Second Language); *Language Acquisition; Second Language Learning; *Sentence Structure; *Syntax; *Young Adults
IDENTIFIERS- *Subordinate Clauses

A study of the syntactic development of discourse in and after adolescence among fluent English speakers in a bilingual community of East Los Angeles focused on subordinate devices not observed until adolescence, such as the relative clause using "which" and clauses using "even though/although." Discourse analysis of these types of clauses revealed that they are symptomatic of the continuing development of strategies for organizing clause-size information units in speech beyond childhood. It is suggested that use of the defining relative ("which") clause awaits development of orientation in narrative and other discourse and depends on learners being able to recognize pragmatic implications of the clauses being commented on by the "which" clause. The case for "even though/although" clauses is not as clear, and although their appearance is much less frequent in this group, they also appear suddenly in adolescence. It is concluded from this analysis and previous research that these clauses provide evidence that in some respects adolescents are faster language learners than preadolescents, but that problems remain in accounting for this advantage to older second language learners with respect to the extent to which cognitive vs. stylistic features are involved in the late age of emergence of the devices. (MSE)

ED 249 777 FL 014 603

Tyler, Lorraine K.
Integration of Information during Language Comprehension: A Developmental Study.
Stanford Univ., Calif. Dept. of Linguistics.

Newport, Elissa L.

Constraints on Learning: Studies in the Acquisition of American Sign Language.

Stanford Univ., Calif. Dept. of Linguistics.

PUB DATE- Sep 84

NOTE- 23p.; In: Papers and Reports on Child Language Development, Volume 23, p1-22 Sep 1984. This research was supported in part by the National Institutes of Health and by the National Science Foundation.

AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Age Differences; *American Sign Language; Child Language; *Language Acquisition; *Language Research; *Learning Processes; Linguistic Theory; Morphology (Languages)

In examining the issue of why children do so well at language learning despite limited skill and experience, two possible explanations are addressed: one suggests that children learn language well exactly because they are limited, and the other proposes that children are extremely adept at language learning, perhaps more so than adults. Research bearing on this issue in the acquisition of American Sign Language (ASL) verbs of motion and location is described, the structure of these ASL forms is briefly outlined, and other relevant research on language acquisition is reviewed. The research on ASL verbs of motion, which looks at three types of generalizations (holistic iconicity, holistic rote, and morphological analysis), suggests that only children make the most complex of these generalization types. The other research reviewed addresses the acquisition of ASL as a native language from native models, the early vs. late acquisition of ASL, and acquisition of ASL as a native language from late-learning models. It is suggested that the various research findings support the hypothesis that children are smart at language learning but also support the more commonly held view that children are limited to a certain extent, and that further elaboration of the theoretical possibilities this offers is warranted. (MSE)

ED 249 791 FL 014 617

language and regulating instruction so that neither the pace nor the difficulty level cause student frustration. The program is structured to bring students through a continuum consisting of six stages in reading development: (1) introductory (prereading, recognition reading, and sound/symbol decoding); (2) familiarization; (3) learning techniques and reading for meaning; (4) practice; (5) expansion; and (6) autonomy. A section of the guide is dedicated to each of these stages, outlining the characteristics, the prescribed linguistic content, and classroom instructional techniques for each stage. A list of suggested classroom resource materials for each of the six stages and a bibliography are appended. (MSE)

ED 249 805 FL 014 634

Lambert, Richard D.; And Others
Beyond Growth: The Next Stage in Language and Area Studies.
Association of American Universities, Washington, D.C.
SPONS. AGENCY- Department of Defense, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Apr 84
NOTE- 450p.
CONTRACT- DAMD17-83-C-3093; OP-20159-83
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Area Studies; Armed Forces; College Faculty; Computer Oriented Programs; Educational History; *Educational Improvement; Federal Aid; Federal Programs; Financial Support; *Futures (of Society); Higher Education; Information Sources; Institutional Cooperation; Language Proficiency; Library Collections; National Defense; National Surveys; Organizations (Groups); Policy Formation; Program Costs; Program Evaluation; *Public Policy; *Research; *Second Language Instruction; Specialization; Teaching Methods

The report resulting from a federally mandated year-long study of the status of foreign language and area studies in United States higher education concentrates on the present capacities of the nation's universities for advanced training and research in those fields. A preamble outlines the history of language and area studies in this country, noting the role of military and defense education. A chapter on language competency examines teaching methods, instructional and evaluative issues, and funding in the

Alternative Perspective on Career Mobility Processes. Final Project Report.

Washington Univ., Seattle.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jul 82

NOTE- 97p.

GRANT- NIE-G-80-0166

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Environment; Conferences; Databases; Employment Practices; Higher Education; Information Systems; *Job Development; Job Enrichment; Models; *Occupational Mobility; Organizational Climate; *Personnel Policy; *Professional Personnel; *School Personnel; Work Environment

IDENTIFIERS- *Noninstructional Staff; Stanford University CA; University of Washington

Three technical reports and abstracts of colloquium papers are presented as part of a research project concerning the specification and testing of alternative models of intraorganizational career mobility among nonteaching professionals in universities. This project phase involved: the development of a model of evolving jobs as an alternative to the assumption that career mobility is a process of movement through a ladder of predefined jobs; definition of the policy implications of an evolving jobs process; and the development of a database allowing description and analysis of the nonteaching professional workforce at a public university. This database will allow comparison of patterns with somewhat comparable data already compiled for a private research university. A joint colloquium involving scholars from the University of Washington and Stanford University entitled "Organizations and Careers: A Joint Colloquium on Issues and Methods in the Study of Career Mobility in Organizations" was conducted to present work in progress related to this study and related issues. Eight abstracts and the following technical reports are presented: "Towards a Model of Evolving Jobs: Professional Staff Mobility in the University" (Suzanne Estler, Anne S. Miner); "Evolving Jobs as a Form of Career Mobility: Some Policy Implications" (Suzanne Estler); and "The Viability of Payroll Files in Exploring Evolving Jobs: A Progress Report" (Suzanne Estler). The evolving jobs model suggests that career development may involve the evolution of a set of responsibilities around an individual so that the job changes over time. (SW)

Lentz, Linda P.
Graduate Women's Career Salience, Aspirations, and Involvement.
SPONS. AGENCY- Women's Educational Equity Act Program (ED),
Washington, DC.
PUB DATE- 84
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; Coeducation; *College Graduates; *Females; Graduate Surveys; Higher Education; Mothers; *Occupational Aspiration; Parent Influence; Questionnaires; *Selective Admission; Single Sex Colleges; Vocational Followup
IDENTIFIERS- *Career Salience

The career salience and career involvement of young women 1 year after graduation were assessed. Respondents attended nine coeducational colleges and six women's colleges located in the U.S. northeast. It was found that graduates of very selective women's colleges had a higher career salience rating on the Life Style Index than did their counterparts at coeducational colleges. Graduates of highly selective women's colleges were more career salient than were women at either very selective or selective coeducational colleges. The most important predictor of career involvement 1 year after college graduation was whether or not the woman had actively chosen an occupation she wished to pursue. Secondary factors were: importance attached to having a career, grade point average at graduation, and maternal attitudes. Among coeducational colleges, graduates of selective schools were significantly less role innovative than were graduates of very or highly selective schools. It was found that the career salient woman generally had a mother who was employed and did not perceive that her mother criticized her unfairly. The career salient woman also considered a career important to her personal satisfaction and she supported sexual equality. The study questionnaire is appended. (Author/SW)

ED 249 847   HE 017 733

NAFSA Self-Study Guide: A Guide for the Self-Assessment of Programs and Services with International Educational Exchange at Postsecondary Institutions.
National Association for Foreign Student Affairs, Washington, D.C.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; United States Information Agency, Washington, D. C.
PUB DATE- Oct 83
NOTE- 50p.
AVAILABLE FROM- National Association for Foreign Student Affairs, Publications Order Desk, 1860 19th Street, N.W., Washington, DC 20009 ($5.00 plus $1.50 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Admission; Evaluation Methods; Guidelines; Higher Education; *International Educational Exchange; Language Proficiency; National Organizations; *Program Evaluation; *Self Evaluation (Groups); *Standards
IDENTIFIERS- *National Association for Foreign Student Affairs

Guidelines for conducting a self-study of international educational exchange programs and services are provided for colleges and universities. Attention is directed to: the self-regulation program of the National Association for Foreign Student Affairs (NAFSA), conducting NAFSA self-study processes, and using NAFSA principles. The major elements in the self-regulation system are programs of institutional and programmatic accreditation and voluntary adherence to codes of ethics, principles, or standards of good practice. A cornerstone of the system is self-study. Eleven purposes of a self-study process are identified, along with dimensions for effective self-analysis processes. General procedures for conducting the self-study are discussed, as are the design and organization of the study. Attention is also directed to the use of NAFSA principles that apply to: institutions, the admission of foreign students, English programs and determination of English proficiency, foreign student/scholar services, the provision of community services and programs, and U.S. study abroad. A case study of a theoretical but typical university is included, along with information on six agencies that provide information on self-studies. (SW)

Circular A-21.

Institute of Medicine (NAS), Washington, D.C.; National Academy of Engineering, Washington, D.C.; National Academy of Sciences, Washington, D.C.

SPONS. AGENCY- Association of American Medical Colleges, Washington, D. C.; Association of American Universities, Washington, D.C.; National Academy of Sciences - National Research Council, Washington, D.C.

PUB DATE- 84

NOTE- 59p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Accountability; College Faculty; *Faculty Workload; Federal Aid; *Federal Regulation; *Government School Relationship; Higher Education; Public Policy; *Recordkeeping; Records (Forms); Researchers; *Research Projects

IDENTIFIERS- Direct Costs; Indirect Costs; *Office of Management and Budget Circular A21; Stanford University CA; Yale University CT

An accountability requirement for government funds for research (the effort reporting requirement) is discussed, with attention to Office of Management and Budget (OMB) Circular A-21, which regulates direct and indirect cost reimbursement to universities. Effort reporting forms are used by faculty members to allot their time among a number of discrete functions. A workshop, sponsored by the Committee on Science, Engineering, and Public Policy, was held to discuss the effort reporting requirement. Attended by university officials and faculty, the purpose of the workshops was to discuss the defects of effort reporting and the recent agreements by Stanford University and Yale University that eliminate it. The workshop also explored the adaptability of these agreements to other universities, many of which differ greatly from Stanford and Yale, and from each other. Generally, the workshop sought: (1) to probe the greater flexibility of the recent revision of A-21 (1982); and (2) to disseminate the findings to university representatives. The workshop recommended that a government-university research roundtable be formed to prepare a definitive study of policies and problems related to the handling of indirect costs for research. In addition, faculty should be more involved in the budgetary process at their universities. Appendices include: a history of effort reporting under OMB Circular A-21; an excerpt from the 1982 revision of Circular A-21; a Personnel Activity Reporting form used at University of California, Berkeley; and the articles, "Effort Reporting at Yale University," (Leonard V. Wesolowski) and "Effort Reporting at Stanford University" (Gerald J. Lieberman). (SW)

Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Planning; Coordination; Educational History; Government School Relationship; *Long Range Planning; *Master Plans; *Postsecondary Education; Public Education; *State Boards of Education; State Universities; *Statewide Planning
IDENTIFIERS- Bielefeld Centre for Interdisciplinary Research

The historical context for planning by the California Postsecondary Education Commission is considered, with attention to seven major planning documents. Information is provided on the origins, methods, and conclusions of the studies, as well as the relationship among the studies and the effects on master planning conducted since 1974. The titles and dates of the studies are as follows: (1) "First Efforts as Voluntary Cooperation, and the Strayer Report on the Needs of California Higher Education" (1945-1948), (2) "Voluntary Coordination of Growth, and the McConnell Restudy of the Needs of California in Higher Education" (1949-1955); (3) "Growth and Expansion, and the Semans-Holy Study of the Need for Additional Centers of Public Higher Education in California" (1956-1958); (4) "Structural Differentiation, Representative Coordination, and the Master Plan for Higher Education in California, 1960-1975" Interdisciplinary Research (Western Germany), the University of Sussex, the University of Legislative Committee on Higher Education" (1965-1969); (6) "From Representative to Advisory Coordination Through the Work of the Select Committee and Joint Legislative Committee on the Master Plan" (1970-1973); and (7)"Continuous Planning and Coordination Through the Five-Year Plans of the California Postsecondary Education Commission" (1974-1984). (SW)

ED 249 875 HE 017 776

Meeting the Costs of Attending College. A Staff Analysis of the Demographic Characteristics and Financial Circumstances of California Undergraduates. Commission Report 84-15.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Apr 84
NOTE- 104p.; Appended questionnaire may not reproduce well due to small print.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 786.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036 ($3.00)

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Articulation (Education); *College Admission; Degrees (Academic); Educational Background; *Educational Certificates; Elementary Secondary Education; Foreign Countries; *Foreign Students; Grading; Higher Education; International Educational Exchange; Nursing Education; Secondary School Curriculum; *Student Placement; Study Abroad; Teacher Education; Technical Education

IDENTIFIERS- *Foreign Educational Credentials; *Ghana

The educational system of Ghana is described, and placement recommendations concerning Ghanian students who want to study in the United States are presented. The country's old educational structure and the one in place since 1974 are briefly considered. For the West African School Certificate and the General Certificate of Education, information is provided on the grading system, conditions for the award of the certificate, and 1975 examination results. The grading system and conditions for the award of the Higher School Certificate and General Certificate of Education Advanced Level Examination are also examined. A selected list of technical courses and awards and a list of teacher training colleges are provided. The old structure for teacher training and the structure as of 1974 are also considered. For the University of Ghana, the University of Science and Technology, and the University of Cape Coast, information is provided on the grading system; certificates, diplomas, and degrees; and the classification of degrees. Nursing education programs are also covered. In addition to providing information on the educational background of Ghanian students, suggestions for U.S. admissions officers include the following areas: verification of records, English proficiency, and examinations. (SW)

ED 249 888 HE 017 790

Oliver, E. Eugene

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

PUB DATE- 75

NOTE- 32p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 786.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($2.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Articulation (Education); College Admission; Degrees (Academic); Elementary Education; Foreign Countries; *Foreign Students; Glossaries; Grading; *Higher Education; International Educational Exchange; *Professional Education; Secondary Education; *Student Placement; Study Abroad; Teacher Education; *Technical Education

IDENTIFIERS- *Foreign Educational Credentials; *Spain

The educational system of Spain is described, and guidelines concerning the placement of students who wish to study in U.S. institutions are provided. The Education Law of 1970 and its effects on college-bound students are briefly reviewed. The following types of education are described: basic general education, the uniform general secondary school program, the college orientation year, university entrance examinations, undergraduate professional and technical schools, undergraduate colleges, professional schools at the secondary and tertiary levels, and the grading system. Undergraduate colleges are three-year institutions offering courses identical to those of the first 3 years of the standard Spanish university curriculum. After completing the undergraduate colleges, students move on to the degree phase at a university. Other tertiary institutions include polytechnic universities, military academies, and professional schools. The placement recommendations take into consideration the students' vocational and academic background. Appended are a glossary and a list of universities under state control and under private control. (SW)

ED 249 911 HE 017 820

O'Neill, Joseph P.
Corporate Tuition Aid Programs: A Directory of College Financial Aid for Employees at America's Largest Corporations.
Conference of Small Private Colleges, Princeton, N.J.
SPONS AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 329p.
AVAILABLE FROM- Peterson's Guide, P.O. Box 2123, Princeton, NJ 08542 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business; *College Attendance; Continuing Education; Eligibility; *Employees; *Fringe Benefits; Higher Education; *Industry; Personnel Policy; Questionnaires; *Tuition
IDENTIFIERS- *Tuition Benefit Programs

The tuition benefit policies of 10 companies are described, along with a summary of the results of a benefits survey of major companies. The survey items and responses are provided for 650 companies, representing the industrial Fortune 500 and the service Fortune 500: banks, insurance companies, retailers, and transportation and utility companies. Broad areas of concern include: types of employees eligible for tuition benefits, length of employment required to be eligible, the percentage of tuition costs covered by the company; timing of reimbursement to the employee; and kinds of courses that are covered. Also included is an article that reviews reasons for college attendance and the impact of corporate tuition reimbursement on employees. The article is titled "The Impact of Corporate Tuition Reimbursement Plans on Employee Persistence in Educational Programs" (P. Anthony Giorgio). Information on tuition benefit policies are included for the following 10 companies: Barnes Group Inc., Brockway, Dr. Pepper, IBM, International Harvester, Millipore Corporation, NCR, Pacific Gas & Electric Company, Pratt & Lambert, and Walt Disney Productions. A sample, blank questionnaire and an index of the 650 companies responding to the survey are provided. (SW)

beliefs will not matter, is contradicted by existing research. Answering questions about microcomputer use by young children calls for a complex and cooperative enterprise among teachers, researchers, and developers. Twenty-four references are listed. (LMM)

ED 249 924 IR 011 343

Sheingold, Karen; And Others
"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Department of Education, Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jun 84
NOTE- 17p.; For related document, see IR 011 340.
CONTRACT- 300-81-0375
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; *Computer Software; Elementary Secondary Education; Interaction; Media Research; *Microcomputers; *Research Methodology; Research Problems; *Social Environment; *Social Influences; Teacher Attitudes; Technological Advancement
IDENTIFIERS- Computer Uses in Education

The kinds of questions asked about the incorporation of computers into the classroom's social environment will largely dictate the methods of answering them. Asking about the effects of technology and the social life of classrooms is problematic, however. For example, traditional two-group, experimental studies are flawed because computers per se do not constitute a treatment, the treatment would not be uniform, and the effects may not be observable except over time. An alternate view would consider the classroom as the social context. Questions would then concern the places and processes of change that may accompany the use of the technology. The critical elements of the incorporation process include teachers' interpretation of the purposes of software, whether computer-based work is a legitimate part of the learning agenda, the interactional changes in the classroom that the technology can support, and whether these changes are viewed as legitimate. Computers offer the option of rethinking the selection of learning agendas, the design of curricula, and the ways in which

ED 249 938 IR 011 378

Bychowski, Deborah K.; Van Dusseldorp, Ralph
Computer Literacy and Use among Elementary Classroom Teachers.
PUB DATE- 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; *Courseware; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Microcomputers; Questionnaires; School Surveys; Use Studies
IDENTIFIERS- *Alaska (Anchorage); Computer Uses in Education

The current state of computer literacy and computer use among Anchorage School District elementary classroom teachers was assessed with a sample of four schools. Computer literacy was considered as the general range of skills and understandings needed to utilize a computer in the classroom effectively. A 17-item questionnaire, administered to 82 teachers in the schools, included demographic items and questions concerning classroom computer use, current computer knowledge, and home computer use. Results indicated that most of the 58 respondents did not feel that they possessed adequate knowledge of the many aspects of computer technology that are necessary for effective use of computers in the classroom. Although most of the teachers considered themselves unprepared, more than half of them were making some attempt to use a computer to aid in the instruction of their students. Many teachers reported sending their students to the library to work on the computer, but also reported that the practice was generally unproductive. Many comments reflected the overall frustration of teachers who felt unprepared to meet the challenge of using a computer in the classroom. Thirty references are listed, and an appendix contains the survey questionnaire. (LMM)

ED 249 939 IR 011 379

responsibility is short; and (4) the curriculum is crowded with "programs," each providing its own means and ends, which restrict the integration of new curriculum introductions. (Author/LMM)

ED 249 952 IR 011 [illegible]6

Wolcott, Harry F.

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume IV. A View of Viewers: Observations on the Response to and Classroom Use of "ThinkAbout."

Agency for Instructional Television, Bloomington, Ind.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.

PUB DATE- Jan 82

NOTE- 123p.; For related documents, see IR 011 390-398.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($6.00 per copy).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Educational Television; Elementary Education; Field Tests; Intermediate Grades; Language Arts; Mathematics Instruction; *Problem Solving; Study Skills; *Teacher Attitudes; Television Research; *Television Viewing; *Use Studies

IDENTIFIERS- *ThinkAbout

This report summarizes two case studies conducted in 1979-1980 in a combined fifth-sixth grade special class for talented and gifted pupils in a large Oregon school district and a sixth grade self-contained classroom in a small school district, both of which were using ThinkAbout, a series of 60 15-minute instructional television programs designed to strengthen the reasoning skills of fifth and sixth graders, and to review and reinforce language arts, mathematics, and study skills. Four questions are used as a focus for summarizing observations and reflections on teacher attitudes toward using instructional television and the effects of instructional television on children: (1) If ThinkAbout is primarily a series on problem solving, whose problems does it solve? (2) What kind of teachers use a program like ThinkAbout? (3) What are some of the old and new important lessons to be learned as a result of ThinkAbout's first year? and (4) What are some broader issues related to instructional television that have been suggested by the field study? Findings discussed indicate that some teachers seem categorically opposed to using instructional television; users

ED 249 965 IR 011 409

Fontana, Lynn
Perspectives on the Social Studies: Report for the Agency for Instructional Television. Research Report 78.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Sep 80
NOTE- 91p.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($3.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Films; History; *Instructional Materials; *Models; *Objectives; Secondary Education; *Social Studies; Teachers; *Teaching Methods; *Videotape Recordings

This report outlines the current status of the social studies field in three parts: (1) the intellectual history of the social studies, the dominant conceptual approaches in the past, and a new way of looking at the field; (2) the goals and objectives of the social studies, state requirements and mandates, practices of social studies education (textbooks, teaching techniques and strategies, teachers, and supplemental materials); and (3) recommendations of some experts, the state of political knowledge and attitudes of youth, the perceptions of social studies teachers, and the discrepancies between social studies goals and practice. Each of the three sections contains a separate bibliography. The report concludes with recommendations to the Agency for Instructional Television regarding the nature, content, and scope of needed film/video materials in secondary social studies. (Author/LMM)

ED 249 966 IR 011 410

Fontana, Lynn
Status of Social Studies Teaching: Practices in Secondary Schools. Research Report 79.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Sep 80

This paper deals with the primary processes of cognition in fifth- and sixth-grade children; i.e., how children this age interpret what they see and hear, how they remember it, and how they reason and solve problems. Designed to provide background information for the staff of the Skills Essential to Learning Television Project (a multi-level series of video and print resources for classroom use), the paper begins with an extensive review of cognitive development as theorized by Piaget and Bruner, and qualitative changes in the ways that older elementary school children actually respond to cognitive tasks. A discussion of cognitive skills examines Gagne's logical, analytical approach to teaching the skills. A look at the acquisition of verbal information includes methods of organizing written materials to maximize retention of the information. Research on Ausubel's "advance organizers" is presented along with other research on the meaningful coding of names and labels and the use of imagery. An examination of cognitive strategies and divergent thinking specifically reviews the research concerning problem solving with fourth- and fifth-grade children. A summary and examination of the study implications are included. Seventeen references are listed. (LMM)

ED 249 980 IR 011 424

Greeno, James G.
Solving Problems. Skills Essential to Learning Television Project: Working Paper.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Feb 77
NOTE- 36p.; For related documents, see IR 011 420-428.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Intellectual Development; Intermediate Grades; Learning Processes; Mathematical Applications; *Mathematics Instruction; Preadolescents; *Problem Solving; *Reading Comprehension; *Science Instruction; *Skill Development; Teaching Methods
IDENTIFIERS- *Skills Essential to Learning Project

The ways in which students in grades five and six solve problems is the focus of this paper, which provides background for the staff of the Skills Essential to Learning Television Project, (a multi-level series of video and print resources for classroom use). It

DESCRIPTORS- Annotated Bibliographies; *College Libraries; Filmographies; Higher Education; *Library Collections; Periodicals; *Reference Materials; *Science Fiction
IDENTIFIERS- *State University of New York Albany

This bibliography is a guide to sources of information in the field of science fiction which are available in the University Libraries at the State University of New York (SUNY) at Albany. Other libraries may find it useful as a reference tool for expanding their science fiction collections. Emphasis is on works which deal primarily with science fiction rather than fantasy, the weird, horror, the occult, or other related areas. Some material is included which reaches beyond the narrowest definition of science fiction. Materials are arranged by the categories of general reference books, indexes, bibliographies, critical studies/interviews, authorship, films, and miscellaneous. A list of science fiction periodicals which the library currently receives is included. (Author/THC)

ED 249 995 IR 050 863

Wimalaratne, K. D. G.
Scientific and Technological Information in Transactional Files in Government Records and Archives: A RAMP Study.
International Council on Archives, Paris (France).
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-84/WS/7
PUB DATE- 84
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Archives; *Developing Nations; Government Publications; Indexing; Information Dissemination; Information Retrieval; Information Storage; Recordkeeping; Reference Materials; *Science Materials; Technical Assistance
IDENTIFIERS- Records Archives Administration Programme (RAMP); *Records Management; *Scientific and Technical Information; Technical Information Support Activities

This long-term Records and Archives Administration Programme (RAMP) study is designed to assist archivists, records managers, and information specialists in identifying for current use and possible

ED 250 009 IR 050 880

Weaver, Alice O.; And Others
Collection Development Procedures Manual.
Toledo Univ., Ohio.
PUB DATE- Aug 84
NOTE- 30p.; Produced by the Library Programs Division, University of Toledo Libraries.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; *Competence; *Evaluation Methods; Higher Education; Information Needs; *Library Acquisition; *Library Collections; *Library Material Selection; *Maintenance; Position Papers; Records (Forms)
IDENTIFIERS- University of Toledo OH

This procedures manual is designed to help book selectors at the University of Toledo Libraries understand their responsibilities in performing their various tasks in regards to building, maintaining, and expanding the libraries' collections to support the university's teaching, research, and service goals. To this end, selectors must have thorough knowledge of the existing collections and of the needs of the colleges and departments, skill in the techniques of materials selection, and full understanding of the libraries' procedures for disposition of gift books, adding replacement copies, and repair, rebinding, and weeding decisions. Selectors must be able to perform evaluation studies of sections of the collection for purposes of accreditation, program review, and expansion, or in other situations requiring a determination of adequacy. These areas of competency and the duties associated with them are outlined in the manual. Appendices include: procedures and a form for preparing book purchase requests; replacement copies procedures; guidelines for collection evaluation; a replacement/repair/rebind decision slip; a collection development reclassification decision slip; and a gift and exchange division form. (THC)

ED 250 010 IR 050 881

Grochmal, Helen M.

respectively, and lists of the steps involved in linking homesharers. (LAL)

ED 250 023 JC 840 547

Langley, Harry M.
Strategies for Implementing Advising Programs.
PUB DATE- Oct 84
NOTE- 51p.; Paper presented at the National Conference of the National Academic Advising Association (8th, Philadelphia, PA, October 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; College Administration; Colleges; *Faculty Advisers; Postsecondary Education; Program Descriptions; *Program Development; *Student Development; Two Year Colleges
IDENTIFIERS- *Brenau College GA; *Brunswick Junior College GA

Two approaches to developmental advising programs are described in this report, along with strategies for successfully implementing developmental advising systems through credit classroom and noncredit seminar experiences. Section I describes developmental advising at Brenau College, providing information on Act I, a 1-hour class serving as the foundation of Brenau's 4-year student development model; activities, evaluation procedures, outcomes, and costs of the program; potential for adaptation of the advising model in other institutions; and the evolution of the advising program. Section II traces the development of the advising program at Brunswick Junior College, focusing on the pre-1981 period during which division chairs performed all advising, the period between 1981 and 1982 during which efforts were made to increase faculty involvement, and the period from 1982 to the present during which various activities were undertaken to enhance the advising program. Section III discusses various strategies for gaining support for advising programs using the experiences of both Brenau College and Brunswick Junior College. Examined are questions of administrative and faculty support, cooperation between academic and student affairs, academic committees and group action, and drafting program proposals. Appendices contain a definition of and rationale for developmental academic advising and an outline of the advising roles to be fulfilled. (LAL)

PUB DATE- 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; *College Entrance Examinations;
  Community Colleges; Educational Diagnosis; *Standardized Tests;
  State Surveys; *Student Placement; *Testing Programs; *Test Use;
  Two Year Colleges
IDENTIFIERS- *California

In 1982, a survey of California community colleges was conducted to determine which standardized tests were being used at entrance to college for matriculation and/or placement and to ascertain how satisfied users were with the instruments. Surveys were sent to administrators or staff involved with entrance and assessment practices at 106 California community colleges, asking them to indicate (1) which instruments were accepted or required for entrance, and which were used for placement into writing, reading, English as a Second Language (ESL), and math programs; and (2) their level of satisfaction with each instrument. Study findings, based on responses from 99 colleges, revealed: (1) general aptitude tests were required at entrance for full-time students by only 20 colleges and were recommended by 19 schools; (2) the American College Test (ACT) and the Scholastic Aptitude Test (SAT) were mentioned more often than any other tests for entrance assessment, though only two of the colleges required ACT scores and only one required SAT scores from applicants; (3) assessment for English placement was required by 56% of the colleges, for reading placement by 32%, for math placement by 25%, and for ESL placement by 20%; and (4) the Comparative Guidance and Placement Test was the most used testing battery and the one with which respondents were most satisfied. (HB)

ED 250 038 JC 840 574

Armenta, Richard R.; Richardson, Richard C., Jr.
Opinions of Strategic Constituencies Regarding Community College
  Activities at Maricopa and Central Arizona College.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Phoenix, AZ. Inst. for Leadership Development.; Lane Community Coll., Eugene, Oreg.; League for Innovation in the Community Coll., Los Angeles, Calif.
PUB DATE- 84
NOTE- 55p.; A League Fellows Project.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Computer Literacy; *Computer Science Education; Inservice Education; Questionnaires; School Personnel; *Staff Development; Surveys; Two Year Colleges
IDENTIFIERS- *Computer Use

In spring 1984, a survey was undertaken to determine what activities were being conducted by member institutions of the League for Innovation in the Community College to help staff members become more comfortable with and knowledgeable about computers. League members were asked to provide information on the current level of computer usage among various employee groups; overall planning for staff computer literacy; the focus of computer literacy programs; specific activities and methods used and projected; and conclusions drawn regarding the effectiveness of various approaches to computer literacy training. Study findings, based on information about 40 of the 55 League colleges, included the following: (1) the majority of respondents estimated that less than 30% of the employees, with the exception of office support personnel, used computers in their daily work; (2) the lowest use level was among instructional personnel for classroom management; (3) most colleges had a beginning structure for computer literacy, and one-third had earmarked money specifically for computer literacy for staff; (4) the focus of staff computer literacy efforts was clearly on microcomputers; and (5) the two leading methods for promoting computer literacy were to send employees to regular computer courses through fee payment and tuition waivers and to allow staff to use microcomputers in labs. Summaries of computer literacy activities by college, the survey instrument, and survey responses regarding computer literacy approaches are included. (LAL)

ED 250 051 JC 840 596

Results of the Survey of Community Colleges on the Teaching of

NOTE- 515p.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Child Rearing; Cost Effectiveness; Models; Parents; *Program Descriptions; Program Development; *Program Evaluation; *Program Implementation; *Social Support Groups; Technical Assistance; Training
IDENTIFIERS- New England; Ohio (Miami Valley); *Parent to Parent Model; Program Replication; Regional Training and Dissemination Centers

This report analyzes the effectiveness of the High/Scope Parent-to-Parent (PTP) Model as a system for disseminating support to families and communities. Focusing on dissemination to a variety of program sites and efforts to help selected sites function as Regional Training and Dissemination Centers (RTDCs) for the model, the report is divided into two volumes. Volume I primarily deals with dissemination at the program level, while volume II examines the development of the centers and discusses the role of facilitators in this process. Volume I consists of two parts. The first part describes the PTP model, its implementation, and services delivered in current programs at seven case study sites. Additionally, the model evaluation is discussed, outcomes across programs are described, and cost analysis in relation to evaluation and program implementation and operation is reported. Discussion concludes with a summary of the PTP model. The second part provides a view of the model's effectiveness, describing 18 family case studies and offering a detailed analysis deriving general lessons about the model's effectiveness in working with families. Volume II reports an effort to maximize the number of communities reached by training successful first-generation sites to disseminate the model. Specifically, this volume describes the PTP model and the dissemination and evaluation program, details both the New England and the Miami Valley RTDCs, outlines the training and technical assistance process, and offers a final summary. Conclusions report success for the project: (1) in supporting the development of parenting skills; and (2) in developing criteria and processes for guiding agencies in the utilization of this model. (RH)

ED 250 065 PS 014 545

Steg, D. R.; And Others

Education.
North Carolina Wesleyan Coll., Rocky Mount. Dept. of Education.
PUB DATE- Jun 84
NOTE- 50p.
AVAILABLE FROM- North Carolina Wesleyan College, Department of Education, Rocky Mount, NC 27801 ($3.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Practices; *Junior High Schools; *Logical Thinking; *Middle Schools; *Nutrition; Parent Influence; Secondary School Teachers; Teacher Characteristics; *Teacher Education; Teaching Skills

The seven articles in this document concern children, programs, and teachers in the middle grades. The first article, "Essential Elements of Effective Middle Level Education" (C. K. McEwin) serves as an overview of the subsequent articles. "Middle Schools; A Re-Appraisal" (H. E. Sadoff) cautions educators against assuming that a school structure simply labeled "middle school" is automatically an answer for all the issues of early adolescent education. The next two articles, entitled "North Carolina Middle School Teachers Rate Their Preservice Programs and Their First Year of Teaching" (J. Gretes, J. A. Queen, and K. Daguano) and "The Teacher in the Middle" (D. A. Butler), reveal first year teachers' perception of training needs for sucessful teaching and identify characteristics needed by effective middle level teachers. "You Are What You Eat: Diet and Academic Performance" (M. Strubbe) reports on the consequences of poor diet for preadolescent children. The final two articles focus on mental maturation in early adolescence. "Research and Logical Reasoning of Middle School Students" (M. J. Wavering) discusses what middle school educators should expect from students as logical reasoners and suggests implications for developmental stages of instruction. Ways any adult might help the middle grade child move from concrete experiences to abstract understanding are described in "The Middle School Years: A Time to Look Ahead" (T. S. Dickinson). (RH)

ED 250 079 PS 014 647

Everett, Joyce
Patterns and Implications of Child Support and Enforcement Practices for Children's Well-Being. Working Paper No. 128.

children from birth to 3 years of age and considers situations that affect children's sleep. Topics briefly addressed include the physiology of sleep; developmental aspects of sleep patterns; the effect of lack of sleep; causes of sleep disturbance; mothering difficulties and sleep disturbances; sleep problems from birth to 6 weeks of age; the ritualism surrounding learning to go to sleep; sleep problems between 1 and 4 months of age, between 4 months and 1 year, and between 1 and 3 years; and parental overanxiety and sleep problems. The second discussion, "Frustrating Children: From Birth to Preschool," describes "problem" infants--for example, the excessive crier, the poor sleeper, the difficult feeder, and the "out-of-joint" baby (the baby who does not fit into the family system). Also discussed are frustrations associated with looking after toddlers and frustrations induced by the preschool child. Discussion of toddlers focuses on poor sleep patterns and parental overanxiety, food refusal, misbehavior, and training problems. Discussion of preschool children deals with tantrums and other misbehavior problems, stubbornness, "selective deafness," refusal to be hurried, toilet training problems, and clinging behavior. (RH)

ED 250 093 PS 014 669

Rowling, Louise
Children and Loss. Part 1: A Teacher's View: The Child in the Single Parent and Blended Family. Part 2: Helping Children Cope with Loss. Unit for Child Studies. Selected Papers Number 25.
New South Wales Univ., Kensington (Australia). School of Education.
PUB DATE- 82
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Bibliotherapy; Children; *Coping; Developmental Stages; *Divorce; *Emotional Adjustment; *Emotional Experience; *Family Problems; Foreign Countries; Prevention; Profiles; Psychological Patterns; Social Support Groups; Stress Variables
IDENTIFIERS- Australia (New South Wales)

In two parts, this paper discusses areas in family disruption, describes children's experiences of loss, and suggests strategies for helping children cope with such experiences. Specifically, part one provides: (1) global, normative summary descriptions of adjustment patterns of children from preschool age through for new parents; parent education; early and regular child and family screening and treatment; child care opportunities; programs for abused children and young adults; life skills training for children and young adults; self-help groups and other neighborhood supports; family support services; community organization activities; and public information and education on child abuse. In conclusion, ways concerned persons can help are described. These include seeking help for one's own child abuse problems; helping a friend, neighbor, or relative; reporting suspected abuse; volunteering time; and making a donation. A brief sketch of the activities of the NCPCA is also included. (RH)

ED 250 107 PS 014 704

Children, Youth, and Families of the Mountain West. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First session (Salt Lake City, UT, December 6, 1983).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 84

NOTE- 294p.; Some pages in this document contain small, broken type and may not reproduce well. For related documents, see ED 248 966 and ED 248 982.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-05947-8, $6.50).

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accidents; *Adolescents; Adoption; American Indians; Battered Women; Budgeting; Child Abuse; *Children; Delinquency; Disabilities; Drug Abuse; *Family Problems; Family Violence; *Federal Legislation; Hearings; Infant Mortality; Medical Services; Mexican Americans; One Parent Family; Retrenchment; Runaways; Sex Education; Sexual Abuse; *Social Problems; State Legislation

IDENTIFIERS- Aid to Families with Dependent Children; Child Support; Colorado; *Congress 98th; Kidnapping; Montana; Nevada; Seat Belts; Self Sufficiency; *United States (Rocky Mountain States); Utah; Wyoming

The third of five regional fact-finding committee hearings across the United States, this report includes testimony from hearing committee members and social service organizations in Utah, Nevada, Wyoming, Colorado, and Montana. Live and prepared testimony

Economic, Social, and Political Situation of Hispanics in the
United States Today, and at the Ford Foundation's Initiatives to
Address the Needs and Impact of this Growing Population. Working
Paper No. 435.

Ford Foundation, New York, N.Y.

PUB DATE- Jun 84

NOTE- 70p.

AVAILABLE FROM- Ford Foundation, Office of Reports, 320 East 43rd St., New York, NY 10017 (English or Spanish editions, free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Cubans; Economic Development; Economic Opportunities; *Educational Attainment; *Employment Patterns; *Hispanic Americans; Mexican Americans; *Philanthropic Foundations; Political Influences; Private Financial Support; Puerto Ricans; *Social Integration; *Socioeconomic Status

IDENTIFIERS- *Ford Foundation

The Hispanic population in the United States is growing in numbers, is characterized by diversity, and its growing impact on American society has caused the Ford Foundation to explore new Foundation initiatives. The 1980 census counted 14.6 million Hispanics on the U.S. mainland: 60% Mexican American, 14% Puerto Rican, 6% Cuban, and 20% other. The Hispanic population is characterized by rapid growth attributed to high fertility and high immigration rates, and possibly also to improved census methods); a relatively low median age of 23 years; and a low socioeconomic level based on income, education, and employment considerations. Statistics indicate that Hispanics fall between blacks and whites in median family income, that some 30% of Hispanic families fall below the official poverty level compared to 12% of non-Hispanic white families, and that Hispanic unemployment is about 60% higher than that of whites. Hispanics experience a serious gap in educational achievement at all educational levels as compared to whites. Contributing factors include family socioeconomic background, English language ability, and nativity, as well as the school system itself. The Ford Foundation has expanded its efforts to improve the condition of Hispanics by supporting efforts in community and economic development, research and policy analysis, social services, education, leadership development, and philanthropic activity by mainland funders based in Puerto Rico. (MM)

ED 250 122 RC 015 003

ability to predict may be less with clusters, their use may provide greater understanding of effects of the migration process on origin and destination areas. (NEC)

ED 250 135 RC 015 018

Rusco, Elmer R.

Bill of Rights in Tribal Constitutions. First Draft .

PUB DATE- 82

NOTE- 38p.; Paper presented at the Annual Meeting of the American Anthropological Association (Washington, DC, December 3-7, 1982).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- American Indian History; American Indian Reservations; *American Indians; *Civil Liberties; *Constitutional Law; *Federal Indian Relationship; Justice; Reservation American Indians; Self Determination; *Tribal Sovereignty; Tribes

IDENTIFIERS- Bill of Rights; *Indian Civil Rights Act 1968; *Tribal Law; United States Constitution

Because Native American societies are held by United States courts to possess rights of self-government where these rights have not been explicitly withdrawn, the constitutions of 280 Native American governments in the United States (exclusive of 219 in Alaska) were examined as they existed in September 1981 to determine the extent and character of provisions dealing with civil liberties. Findings showed that, in addition to including general provisions for civil liberties and incorporating the Indian Civil Rights Act of 1968, many tribal constitutions also listed specific rights (First Amendment rights, guarantees of equality, protection for property rights, due process of law, discrimination by gender, rights of the accused) which members and/or other persons have against tribal governments. However, the number of such specific rights was less for almost all tribal constitutions than for the United States Constitution. It is recommended that Native Americans seriously study how to strengthen constitutional protection for individual liberties without undermining tribal self-government, survey the state of civil liberties on reservations today, develop remedies beyond the writ of habeas corpus for civil liberties violations, and consider the use of the Bureau of Indian Affairs as trustee for tribes to protect the civil liberties of individuals. (NEC)

Classifiable Elsewhere) (999)
DESCRIPTORS- *Bilingualism; College Second Language Programs; Educational Research; Elementary Secondary Education; English; Foreign Countries; *French; *Immersion Programs; Language Research; Multilingualism; Program Descriptions; *Second Language Instruction; *Teacher Role; *Teaching Methods
IDENTIFIERS- *Canada

A special journal issue on French language immersion programs in Canada consists of these articles: "The Immersion Phenomenon" (H. H. Stern); "For My Kids, It's French without Tears" (Judy Gibson); "A 'First' for a Toronto High School" (Claire Mian); "The Teachers, Key to the Success Story" (Andre Obadia); "A Promising Experiment at Ottawa University" (Marjorie Bingham Wesche); "School Systems Make It Work" (W. Russell McGillivray); "An Example of Double Immersion" (Ellen Adiv); "Multilingual Approach Reflects Canadian Mosaic" (James Jones); "The Quest for Linguistic Equality in New Brunswick" (Viviane Edwards); "No Easy Road to Bilingualism" (Gilles Bibeau); "Research Update" (Sharon Lapkin and Merrill Swain); "How Good Is Their French?" (Birgit Harley); "Immersion: Why It Works and What It Has Taught Us" (Stephen D. Krashen); and "Towards the Larger Community" (Dominique Clift). An English-French glossary of terms used by French immersion specialists is included. An appendix contains statistics on French second-language enrollment rates, trends, and instructional time on English as a second language in Quebec and on French as a second language in Canada's nine provinces where English is the majority language. Articles, preface, and indexes are presented in English and, in a separate section, in French. (MSE)

ED 249 763 FL 014 463

Candlin, Christopher; And Others
Dentist-Patient Communication. A Report to the General Dental Council.
Lancaster Univ. (England). Inst. for English Language Education.
PUB DATE- Oct 80
NOTE- 277p.; For related document, see FL 014 464.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Dentists; *English (Second Language); Foreign Countries; *Foreign Medical Graduates; *Interpersonal Communication; Listening Skills; *Physician Patient

PUB DATE- Sep 84
NOTE- 10p.; In: Papers and Reports on Child Language Development, Volume 23, p125-133 Sep 1984.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; *Language Acquisition; Linguistic Competence; *Listening Comprehension; *Pronouns; *Syntax; *Verbs; Young Children
IDENTIFIERS- *Anaphora

An experiment was undertaken with young children to look at the relative contribution of discourse constraints, subject anaphors, and the semantics of verbs to the integration of an utterance into its discourse representation. Children aged 5, 7, and 10 years heard a series of short stories, each consisting of three sentences and an incomplete fragment which the children had to continue with a few words indicating which of two story protagonists was being referred to. It was found that: (1) thematic subject constraint is not as dominant for the youngest children (5 and 7 years) as was expected based on earlier research; and (2) concerning the importance of evaluating protagonists with respect to the pragmatic implications of the verb, when the verb conflicts with other sources of information, it usually dominates. Children either respond with the protagonist which is appropriate for the verb or resolve the potential conflict by introducing a new entity. The verb seems to be a primary source of mapping between utterance and discourse from at least 5 years of age. The findings illustrate the flexible interaction of different sources of processing information and the importance of pragmatic inference even for the youngest children, and what seems to change developmentally is the balance between different sources of information. (MSE)

ED 249 778 FL 014 604

Sokolov, Jeffrey L.
Development in the Functionality of Grammatical Cues in Hebrew Sentence Comprehension.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Sep 84
NOTE- 11p.; In: Papers and Reports on Child Language Development,

Interactive Radio in the Classroom: Ten Years of Proven Success.

Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.

PUB DATE- 83

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; *Classroom Techniques; Costs; Developing Nations; *Educational Radio; Elementary Secondary Education; *Equipment Evaluation; Foreign Countries; *Instructional Materials; Language Arts; Learning Processes; Mathematics; Media Selection; *Parent Role; Program Descriptions; Science Instruction; *Teacher Role; Technical Assistance

IDENTIFIERS- Dominican Republic; Kenya; Nicaragua

Research on the role of educational radio in the classroom sponsored by the Agency for International Development over a ten-year period in Nicaragua, Kenya, and the Dominican Republic is reviewed. An introductory section outlines the reasons for using radio for instructional purposes: (1) it is widespread and democratic; (2) serious radio use is still a novelty in most classrooms; (3) it can entertain and teach simultaneously; (4) it can establish a uniform standard of excellence; (5) it can use the best educational methods; (6) it is cost-effective; and (7) it is familiar technology. Four landmark programs are described, including a primary level radio mathematics project in Nicaragua, a five-year language arts project in Kenya, a Dominican Republic basic education program for out-of-school children aged 7 to 14, and a yet-to-be implemented science project. Lessons learned from past experience with instructional radio are examined, and include the potential for its use, how children learn with it, techniques and advantages of intensive use, the need to stimulate pupil participation and immediate feedback, the advantage of using distributed learning principles and devoting each lesson to a variety of topics, enhancing the role of teachers and parents, the availability of low cost instructional aids, and the reliability of equipment. (MSE)

ED 249 792 FL 014 620

Arbelaez, Vicente; And Others

broad field of foreign language instruction. A chapter on area competency examines defense education efforts and the demand and supply of trained individuals. An overview of related research looks at its findings, characteristics, funding, policy formation, and other issues. A discussion of campus-based and national organizations outlines their functions, support, and competition for funding. A chapter concerning library and information resources discusses resource sharing, administrative and financial issues in maintaining and building library collections and resource centers, and special issues such as computer applications, overseas resources, materials preservation, and resource monitoring. A final chapter summarizes the problems and recommendations for each of these areas and makes general statements concerning funding and monitoring. Supplemental information derived from the national survey is appended, including methodology, language and area programs, statistics on published faculty research by area of the world and field of discipline, Fulbright grants (1971-1984), and summaries of study group needs by world area. (MSE)

ED 249 806 FL 014 635

Ma, Hongzhi
The Teaching of French in the People's Republic of China.
PUB DATE- May 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Society for Accelerative Learning and Teaching (9th, Houston, TX, May 4-6, 1984); Translated from the French by W. Jane Bancroft.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Organization; Educational Change; Educational History; Educational Research; Extracurricular Activities; Foreign Countries; *French; Graduate Study; Higher Education; *Instructional Materials; Language Teachers; *Second Language Instruction; Teacher Education; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *China

A description of the current status of instruction in French as a second language in China looks at its historical background, postsecondary programs, instructional materials, course organization, teaching methods and research, faculty-student relationships, graduate study, extracurricular activities, and

ED 249 820 HE 017 086

Sobeih, Nabil Ahmed Amer

Lifelong Education in University Life in the Arab Countries: The Qatar University Experience.

PUB DATE- Mar 82

NOTE- 29p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (26th, New York, NY, March 18-21, 1982).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; *Adult Students; College Admission; College Role; College School Cooperation; *Continuing Education; Developed Nations; *Developing Nations; Educational Objectives; Foreign Countries; Higher Education; *International Organizations; *Lifelong Learning; School Community Relationship; Student Evaluation; Teacher Role

IDENTIFIERS- Arab States; *Qatar; UNESCO

Suggestions for strengthening lifelong education at Qatar's University and other Arab universities are offered that might apply to other countries. Particular attention is devoted to: various views of the relative functions, content, and duration of initial and higher education; new procedures of admission and the evaluation of experience; new organizational patterns required for the purpose of lifelong education (e.g., recurrent education, credit system); special problems arising in the organization of short courses, refresher courses, and other options at the higher education level; ways of ensuring that the underprivileged socioeconomic classes take advantage of widening opportunities for higher education; means of ensuring high participation by the teaching staff in efforts to make lifelong education a reality in universities; the community service function of higher education, including the role of university extension services; and the contribution of higher education to reform of primary and secondary education. The role of the United Nations Educational, Scientific, and Cultural Organization in lifelong learning, and specifically results from its 1977-1982 plan, are also considered. Additionally, 11 implications of providing lifelong education to higher education are identified. (SW)

ED 249 821 HE 017 544

McCabe, Margaret J.
Analysis of Learning Styles of Nursing Students at University of Central Florida. Curriculum and Program Planning.
PUB DATE- Sep 83
NOTE- 49p.; Ed.D. practicum paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Cognitive Style; *College Students; Higher Education; *Independent Study; *Learning Modules; *Nursing Education; *Student Attitudes
IDENTIFIERS- Learning Style Inventory; University of Central Florida

Learning style preferences of a group of nursing students was analyzed to determine whether the development of self-instructional modular learning packages would be an educationally sound means for presenting didactic content to students. A total of 38 junior baccalaureate nursing students completed the Canfield Learning Styles Inventory. Results of the "mode" area of the inventory did not support modular self-instruction as a teaching methodology for this class. The class preferred the lecture method and did not want to read. The "content" area also did not support self-instruction. Preference was placed on working with people. This preference is met in the application area of the nursing curriculum, the clinical laboratory. Based on the findings, limited use of modular self-instruction was recommended. Further investigation of goal-setting behaviors in the class was also recommended, along with orientation to modular instruction for both faculty and students and release time for faculty to develop modules. It was also suggested that modular and lecture formats not be used at the same time, and that modules and faculty workload be carefully evaluated. (Author/SW)

ED 249 835 HE 017 721

Murray, David R.
Telecourses and Learning Laboratory Utilization: A Survey to Identify the Learner Population and Their Utilization Patterns for Long Range Planning.
PUB DATE- 84
NOTE- 24p.
LANGUAGE- English

ED 249 848 HE 017 734

Johnson, J. K., Ed.

The Admission and Academic Placement of Students from: Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.

PUB DATE- May 84

NOTE- 129p.; A workshop report (Al Ain, United Arab Emirates, October-November 1983). Also sponsored by the Joint Committee on Workshops and the American Association of Collegiate Registrars and Admissions Officers.

AVAILABLE FROM- National Association for Foreign Student Affairs, Publications Order Desk, 1860 19th Street, N.W., Washington, DC 20009 ($6.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Collected Works - Proceedings (021)

DESCRIPTORS- *College Admission; *Elementary Secondary Education; English (Second Language); *Foreign Countries; *Foreign Students; Higher Education; Proprietary Schools; Public Education; Records (Forms); *Student Placement; Technical Education

IDENTIFIERS- Bahrain; Middle East; Oman; Qatar; United Arab Emirates; Yemen

Information is provided on the educational systems of Bahrain, Oman, Qatar, the United Arab Emirates, and the Yemen Arab Republic in order to assist U.S. colleges and universities as they work with international student agencies and representatives from these countries. For each country, placement recommendations are offered, along with notes to admissions officers. The country profiles cover: the country and its people, the educational system, pre-primary education, primary education, intermediate education, secondary education, public secondary school courses, private secondary schools, secondary level vocational training programs, military schools, technical/industrial education, agricultural education, higher education, teacher education, and English language training. Sample documents from the countries are provided, including transcripts and diplomas. A bibliography for each country, a general bibliography, and a glossary are appended. (SW)

ED 249 861 HE 017 747

Goodale, Thomas G.
Student Affairs Committee.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
PUB DATE- 84
NOTE- 17p.; This publication was sponsored in part by a grant from the Frost Foundation.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($2.00 members, $4.00 nonmembers; bulk discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advisory Committees; *Ancillary School Services; Budgeting; *College Students; Governance; Higher Education; *Policy Formation; Resource Allocation; Student College Relationship; Student Needs; *Student Personnel Services; *Trustees

The agenda, structure, and responsibilities of a board of trustees standing committee--the campus student affairs committee--are discussed. The size, selection, and rotation of student affairs committee members will vary with the traditions and policies of the individual institution. If possible, the committee should include students among its membership. An agenda should be sent to members in advance of meetings, along with appropriate backup material. The responsibilities of the committee fall into four broad areas: representing students' interests in all policy decisions made by the board; ensuring the provision of adequate financial resources to support a comprehensive student affairs program; ensuring that board policies keep pace with students' changing needs as the institution enrolls a more diverse student body; and being visible to students as stewards of the health and welfare of the academic community. The committee develops policies that directly affect students, such as residence hall rules and codes of student conduct, and also represents student concerns when other board committees consider changes in academic programs or classroom facilities. Issues that the committee and the board may consider include: counseling, evening classes, developmental and remedial programs, store-front services, career services, services for students in off-campus programs, and facilities and services for handicapped students and senior citizens. (SW)

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Dependents; Family Income; *Financial Needs; Full Time Students; Higher Education; Low Income Groups; *Parent Financial Contribution; Part Time Students; Private Colleges; Self Supporting Students; State Surveys; State Universities; *Student Characteristics; *Student Costs; *Student Financial Aid; Undergraduate Students
IDENTIFIERS- *California; *College Costs; Debt (Financial)

Characteristics of students and their family/personal income was studied for each of the four segments of California higher education to determine how college costs were met. Data sources were the 1982-1983 Student Expenses and Resources Survey (SEARS) and student data files. Major findings include the following: In 1982, more than 300,000 community college students came from families with incomes under $12,000, or were self-supporting students whose own income fell below that level; the 1982-1983 total average student expenses, including tuition and required fees, for financially dependent full-time undergraduates were $2,900 in the community colleges, $4,405 in the state university, $5,385 in the University of California, and $10,280 in private colleges; low-income students in all sectors were the most likely to receive grant assistance; the greatest immediate financial burden falls directly on the parents of financially dependent students rather than on the students themselves; and the major cost to students to attend a more expensive institution is the increased long-term indebtedness from loan obligations. Information is included on student credit load, age groups, ethnicity, marital status, and full- and part-time student status. Appendices include the SEARS questionnaire and a list of participating colleges. (SW)

ED 249 876 HE 017 777

Davis, Christine K.
Accessibility to Ontario Universities.
Commission on the Future Development of the Universities of Ontario.; Council of Ontario Universities, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.; Ontario Universities' Application Centre.
PUB DATE- Oct 84
NOTE- 119p.

Greece: A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.

PUB DATE- 82

NOTE- 136p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. Appendix material may be marginally legible due to small print. For other titles in this series, see HE 017 786.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036 ($2.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Records; Art Education; Articulation (Education); *College Admission; Degrees (Academic); *Educational Background; Elementary Secondary Education; Foreign Countries; *Foreign Students; Higher Education; International Educational Exchange; Nursing Education; Private Colleges; Private Schools; Public Education; Records (Forms); *Student Placement; Study Abroad; Teacher Education; Technical Education

IDENTIFIERS- *Foreign Educational Credentials; *Greece

The educational system of Greece is described, and placement recommendations concerning students who want to study in the United States are presented. After describing preprimary and primary education, the paper considers the secondary education system before and after 1976-1977, along with the lower- and upper-secondary school, technical-vocational education, and private secondary education. Tertiary education admission and the different levels of higher education are discussed. Attention is directed to public and private colleges, study abroad, Centers for Higher Technical and Vocational Education (KATEEs), private higher technical education, teacher training, advanced training for teachers, and other specialized teacher training. Nursing education is also discussed, along with adult education, ecclesiastical education, education in the performing arts, military training, and police training. Information for U.S. admissions officers includes a list of secondary school/college credentials attained by students from Greece. Appendices include: sample documents of student transcripts and brief profiles of selected private secondary schools, public university-level institutions, private postsecondary institutions, KATEEs, teacher training institutions,

Toven, J. Richard

Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.

PUB DATE- 67

NOTE- 138p.; World Education Series. Placement recommendations approved by the National Council on Evaluation of Foreign Student Credentials. For other titles in this series, see HE 017 786.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($1.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Admission; *College Programs; Degrees (Academic); *Elementary Secondary Education; Foreign Countries; *Foreign Students; Glossaries; *Higher Education; *Student Placement; Teacher Education; Technical Education

IDENTIFIERS- *Foreign Educational Credentials; *Spain

The educational system of Spain is described, and guidelines concerning students who wish to study in U.S. institutions are provided. After describing primary and secondary education, attention is directed to vocational education, industrial or technical secondary schools, professional trade schools, university education, military education, and other special studies. Information is provided on college admission, student residences, and advanced courses and research. Studies in special schools include: music and speech, ecclesiastic studies, social work, labor, secretarial studies, arts, dramatic arts, graphic arts, hotel management, journalism, navigation and engines, primary school teacher education, public relations, commerce, foreign languages, journalism, medical technical assistants, physical education, public relations, statistics, summer programs for foreigners, courses in Spanish culture for foreigners, and Hispanic studies. Courses taken in the first, second, and third years of study for each program are identified. A list of Spanish public and private universities and their faculties is included. Placement recommendations for U.S. admissions officers are offered for each level and type of education. A glossary of Spanish educational terms is included. (SW)

ED 249 912 HE 017 821

Belmont, Jean
Undergraduate Financial Planning and Debt Management Brochure.
Saint John's Univ., Jamaica, N.Y.
PUB DATE- Oct 84
NOTE- 36p.; For related documents, see HE 017 819 and HE 017 822-823.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; Expenditures; *Financial Aid Applicants; Higher Education; *Loan Repayment; *Money Management; Salaries; *Student Financial Aid; Student Loan Programs; *Undergraduate Students
IDENTIFIERS- College Costs; *Debt (Financial); Saint Johns University NY

Information on managing debts acquired by St. John's University undergraduate students is provided. The cost of education for an undergraduate student includes tuition, fees, books, home maintenance, personal expenses, and transportation. Student budgets for 1984-1985 and 1985-1986 (estimated) are provided by students' dependency status (dependent 9 months, 9-month residency/dependent, and 12-month residency/independent). Financial counseling services offered to first-year students, second- and third-year students, and fourth- and fifth-year students are described. Kinds of investments that students might make with part of their income are identified. Information is provided on 1983-1984 loan indebtedness for St. John's students and acceptable levels of indebtedness, based on entry-level salary levels for over 80 professions. Additional data are presented on: the average cumulative levels of indebtedness of St. John's University graduates in 1983; living expenses (e.g., transportation, rent); student loan repayment for different interest rates; and taxes students will have to pay. Sample budgets for undergraduates are provided that cover: living at home/no car, living in own apartment/no car, living at home/used car, and living at home/new car. Agendas of seminars on financial planning and debt management are appended. (SW)

ED 249 913 HE 017 822

Belmont, Jean

learning tasks are done in classrooms. Thirteen references are listed. (LMM)

ED 249 925 IR 011 344

Freeman, Carla; And Others
Information Management Tools for Classrooms: Exploring Database Management Systems. Technical Report No. 28.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- Jul 84
NOTE- 33p.; For related document, see IR 011 340.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Computers; *Computer Software; *Databases; Elementary Secondary Education; *Information Retrieval; *Information Seeking; Interviews; Observation; Online Systems; Problems; Research Methodology
IDENTIFIERS- Computer Uses in Education; *Database Management Systems

In order to understand how the database software or online database functioned in the overall curricula, the use of database management (DBMs) systems was studied at eight elementary and middle schools through classroom observation and interviews with teachers and administrators, librarians, and students. Three overall areas were addressed: teachers' backgrounds in teaching and computers, the information-seeking activities that teachers required of their students and the curriculum context in which they occurred, and the use of the specific database system and its relationship to students' information-management skills. Results indicated that the DBMs were implemented in varied ways depending on software selection, schools' philosophies about computers, teacher selection and training, type of database activities, and problems in classroom use. Problems noted relate to the rigid information format required by software, inability of the software to allow for definition changes, limited hardware access, math and programming as exclusive domains for computer use, insufficient teacher training, limited classroom information-based activities, and students' math and reading skills. This report includes in-depth case study reports of two of the schools, a summary, conclusions, and the teacher interview guide. (LMM)

Computer Literacy: Teacher Competencies.
Texas Education Agency, Austin.
REPORT NO.- TEA-Pub.-No.-GE5-244-01
PUB DATE- 84
NOTE- 27p.
AVAILABLE FROM- Publication Distribution Office, Texas Education Agency, 201 East 11th Street, Austin, TX 78701 ($1.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Competence; Computer Assisted Instruction; *Computer Literacy; Junior High Schools; Objectives; Programing; *Teacher Certification; *Teacher Education; *Teaching Methods; Test Items; Vocabulary
IDENTIFIERS- Computer Uses in Education; *Texas

This document provides assistance to teachers who will present computer literacy courses established by the State Board of Education and required of all seventh and eight grade Texas students, beginning September 1, 1985, and to other educators responsible for teacher training. Designed to guide the teachers' training program, define the necessary skills, and specify the extent to which those competencies must be mastered, it is also a study guide for preparing to pass the test required by the Texas Education Agency for prospective computer literacy teachers. For each competency area, purposes, objectives, and sample questions are included. Following recommendations for teacher training, competencies are listed for the following areas: computer-related terminology and use, history and development of computers, use of the computer as a tool, communicating instructions to the computer, problems and issues of computer use in society, and methodology for teaching computer literacy. An appendix lists 13 publications for additional reading. (LMM)

ED 249 940 IR 011 380

Humes, Ann
Designing Text for Information Processing. Technical Report 86.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

range from very causal viewers to committed proponents; and reasons for using television include many factors in addition to purely instructional ones. (LMM)

ED 249 953 IR 011 397

Sanders, James R.; Sonnad, Subhash R.

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume V. Appendices to Technical Report.

Agency for Instructional Television, Bloomington, Ind.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.

PUB DATE- Jan 82

NOTE- 257p.; For related documents, see IR 011 390-398.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($6.00 per copy).

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; *Educational Television; Elementary Education; Field Tests; Intermediate Grades; Language Arts; Mathematics Instruction; *Problem Solving; Questionnaires; Standardized Tests; Study Skills; Tables (Data); *Television Research; *Television Viewing

IDENTIFIERS- *ThinkAbout

This volume includes the tests, questionnaires, letters, manuals, findings, and analyses associated with the field evaluation of "ThinkAbout," a series of 60 15-minute programs organized in 13 clusters and designed to strengthen the reasoning skills of fifth and sixth graders, and to review and reinforce language arts, mathematics, and study skills. It includes the following materials: (1) pertinent case study agendas; (2) the ThinkAbout Tests; (3) a list of analyzed tests and test analysis forms; (4) the content and use of ThinkAbout, and examiner questionnaires; (5) survey questionnaires, cover letters, and follow-up letters; (6) the examiners' manual; (7) testing study orientation agenda; (8) graphs of test results by state; (9) tables showing the number of students exceeding criterion levels on the Comprehensive Tests of Basic Skills (CTBS) by state; (10) findings for individual CTBS test items; (11) teacher attitudes toward problem solving item data; and

NOTE- 77p.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Curriculum Evaluation; *Educational Television; Information Dissemination; *Instructional Films; Instructional Innovation; Interviews; Secondary Education; *Social Studies; Surveys; Teacher Attitudes; *Teacher Characteristics; Use Studies; *Videotape Recordings

This report describes the results of an investigation into the status of American secondary social studies education, which involved (1) a national survey of secondary social studies teachers to gather their perceptions of the field, their outlook for the future, and information on the use of film/video resources; (2) interviews with state and local social studies supervisors to look at their perceptions of the field, the knowledge and attitudes of teachers, and the communication system through which teachers learn about innovations; (3) telephone interviews with local instructional television programming personnel to gather data about the broadcasting perspective; and (4) an analysis of the film and video resources available in secondary social studies. Findings cover teacher characteristics, the social studies curriculum, and teacher autonomy. In addition, teachers' attitudes toward the field of social studies, perceptions of trends and objectives, and use of video/film resources are discussed as they vary with years of teaching, subject, and grade level taught. A summary and two references are listed. Appendices include data gathering instruments. (LMM)

ED 249 967 IR 011 411

Jochums, Brenda
Secondary General Mathematics: Attitudinal and Demographic Characteristics of Teachers and Students. Research Report 80.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Sep 80
NOTE- 122p.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($3.50 per copy).
LANGUAGE- English

considers the problem-solving process categories of understanding, transformation, and composition; the kinds of situations in which students are expected to solve problems; and the kinds of problems they are expected to solve. Problem solving in mathematics, understanding in reading stories, and understanding in science are used as examples of school tasks. It is concluded that problem solving should not be considered as a single, uniform capability, and that problem solving does not occur in a vacuum. Four general aims are suggested for an instructional program focusing on problem solving: strengthening skills for conventional problems, enlarging students' knowledge base for problem solving, expanding students' problem-solving skills, and teaching problem solving in nonacademic or "everyday life" situations. Nine references are listed. (LMM)

ED 249 981 IR 011 425

Cunningham, Donald J.
Learning Skills and Instruction. Skills Essential to Learning Television Project: Working Paper.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Jun 77
NOTE- 47p.; For related documents, see IR 011 420-428.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advance Organizers; Concept Formation; *Design Requirements; *Instructional Design; *Instructional Materials; *Learning Processes; *Memory; Objectives; Research; *Study Skills; Teaching Methods; Testing
IDENTIFIERS- *Skills Essential to Learning Project

This working paper, which reviews the experimental literature on learning skills to provide background information to the staff of the Skills Essential to Learning Television Project (a multi-level series of video and print resources for classroom use), covers four areas: study skills, instructional development and design, cognitive psychology, and adjunct aids. The focus is on the processes that learners bring with them into instructional settings. A summary of research related to adjunct aids is presented in a table covering advanced organizers, typographical cues, directions, objectives, quizzes, interspersed questions, archival selection those transactional or case files that contain scientific and technical information (STI), particularly in those instances where that information is not the main subject of the file. The study is confined to manual records systems, chiefly of a registry type, and should be most useful in developing countries that still employ such recordkeeping systems. Topics covered include: the importance of STI for development; responsibilities of government in identifying government agencies producing STI and the transfer of such information to an agency or agencies dealing with STI; identification of primary and secondary STI records in government offices; methodology to retrieve and disseminate STI in current files or records; access to STI in current files; access to STI in records deposited in record centers; appraisal and disposal of STI files deposited in record centers; transfer of STI records to the national archives; arrangement and description of STI files records in archives; a content indexing system for retrieval of STI in archives; and access to STI records in archives. Sample engineering and chemical vocabularies developed for content indexing, a 91-item select bibliography, and a 33-item bibliography of RAMP and related documents are included. (THC)

ED 249 996 IR 050 864

Turock, Betty J.; Shelton, Hildred C.
Subject Access in the Small Library.
PUB DATE- May 84
NOTE- 13p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (Bloomington, IN, May 20-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Information Needs; *Information Retrieval; *Library Catalogs; Library Research; Microcomputers; Online Systems; Public Libraries; *Search Strategies; *Subject Index Terms; Use Studies; Vocabulary Development
IDENTIFIERS- Library of Congress Subject Headings; *Library Users; Online Catalogs

This pilot study on the subject access problems of patrons of small to medium size libraries was designed to measure the extent to which users' vocabularies matched the search vocabulary of bibliographic records in the card catalog, and to enhance subject access by develooping a microcomputer system which integrated Library of Congress Subject Headings (LCSH) with the natural

The Faculty Liaison as Research Coordinator: A Growing Need for the Academic Community.
PUB DATE- 80
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *College Faculty; College Libraries; *Educational Research; *Faculty Development; Higher Education; *Librarians; *Library Services; Researchers; Research Needs; Technological Advancement
IDENTIFIERS- Faculty Liaison; *Online Search Skills

This paper recommends the creation of a position of research coordinator by expanding the role of faculty liaison within colleges and universities to help bring services generally provided by special libraries to academic researchers. Reasons given for academic institutions to create such a position include the practicability of applying new information technologies and tools to research methods, and the importance of making the library an active center of research activity. Possible functions of the position are enumerated, including familiarity with online and technological developments; online searching; and public relations activities, such as communication with and personal assistance to faculty to describe services available, locations, best strategies applicable, and contact persons for various library services. Possible problems resulting from an unclear definition of the position are discussed, and qualities required by the best candidates for the position are described. (Author/THC)

ED 250 011 IR 050 882

Wurl, Joel
Libraries and Archives: Critical Distinctions, Mutual Concerns, and the Need for Increased Cooperation.
PUB DATE- Apr 83
NOTE- 16p.; Paper presented at the Conference of the Ohio Academy of Sciences (Bowling Green, OH, April 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Archives; *Automation; Background; *Cooperation; Higher Education; *Legislation; *Library Technical

ED 250 024 JC 840 548

Brawer, Florence B.
Facilitating Transfer through Student Support Services.
PUB DATE- 30 Oct 84
NOTE- 13p.; Paper presented at a Meeting of the Association for the Study of Higher Education (San Francisco, CA, October 30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; *Community Colleges; Educational Counseling; Followup Studies; Postsecondary Education; School Orientation; *Student Personnel Services; Student Placement; Testing Programs

Drawing on findings of two Center for the Study of Community College (CSCC) projects, this paper reviews some of the services offered by community colleges to facilitate transfer to four-year institutions. Introductory material provides background on the low rates of student transfer and on the CSCC projects, which involve 6 large urban community college districts and 24 colleges participating in the Ford Foundation's College Transfer Opportunities Program. The next section focuses on community college efforts to improve articulation with both secondary schools and four-year institutions. After a section examining various approaches used in orienting students to college, the paper highlights activities in the areas of student assessment and placement, which include mandatory placement testing, computer-driven continuous assessment, cognitive mapping, and the use of learning styles inventories. The next section considers various approaches to counseling and guidance, including computer-based programs, mandatory advisement systems, mentor programs, and faculty involvement in counseling and advisement. After discussing some of the ways in which the colleges involved in the CSCC projects monitor academic progress and conduct follow-up studies of transfer students' success at four-year colleges, the paper concludes that educators must devise ways to obtain better data on transfer and to match special activities with special groups of students. (LAL)

DESCRIPTORS- *Administrator Attitudes; College Programs; *College Role; Community Colleges; Educational Responsibility; Governing Boards; Legislators; *Public Opinion; *School Support; State Officials; Surveys; *Tax Effort; Two Year Colleges
IDENTIFIERS- *Central Arizona College AZ; *Maricopa Community Colleges AZ

A study was conducted to compare the priorities of college administrators with those of strategic external constituencies regarding the activities of the Maricopa Community Colleges and Central Arizona College. The strategic constituencies for the colleges were defined as all 90 state legislators, 21 state board members and staff, and a sample of registered voters from each county since these groups interact to determine fiscal resources. These groups were sent a survey asking if each of 60 activities was "important to do" and whether it should be "funded with tax dollars." Survey responses were weighted according to the perceived political power of the constituencies to establish a set of opinions for the urban district and a set for the rural district. Study findings, based on a comparison of the administrator and constituency responses, revealed 27 important differences of opinion for Maricopa and 26 differences for Central Arizona College. Selected results include the following: (1) the strategic constituencies gave significantly less support to credit courses and programs in the arts and sciences for personal development than the administrators; (2) strategic groups for Maricopa attributed greater importance and advocated tax support for basic skills instruction more than the administrators; and (3) in contrast to the administrators, strategic groups were opposed to providing tax support for programs for non-high school graduates. (HB)

ED 250 039 JC 840 576

Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four.

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 70p.; For related documents, see JC 840 577-584.
LANGUAGE- English

Writing. Illinois Community College Board Report to the Illinois Board of Higher Education.
Illinois Community Coll. Board, Springfield.
SPONS. AGENCY- Illinois State Board of Higher Education, Springfield.
PUB DATE- 16 Jul 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Educational Research; *Educational Trends; Faculty Development; Questionnaires; *Remedial Instruction; State Surveys; *Student Placement; Two Year Colleges; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Illinois

A study was conducted to determine the current status of and trends in writing instruction in the Illinois public community colleges. A survey sent to the colleges sought information on admissions, writing courses, course placement, graduation/completion requirements, in-service training for instructors, technical assistance, public service, and general information. Responses from 42 colleges revealed: (1) 82% of the responding colleges administered some form of test to place students in composition classes; (2) about half of the colleges reported that the writing skills of entering students had remained constant over the past 10 years, while half reported declines in skill; (3) the mean number of writing courses offered per college was eight, and all but one of the colleges offered at least one remedial/developmental writing course; (4) the most common in-service support for writing instructors was through financing attendance at workshops, seminars and conferences, and through tuition reimbursements for graduate study; and (5) research on writing in the community colleges took the form of evaluation of special courses or delivery modes, follow-up studies of remedial writing students, and studies of the predictive validity of placement tests. Appendices include the survey instrument, examples of in-service training programs and public service programs, and a list of materials written by faculty members. (HB)

ED 250 052 JC 840 597

Recognition Manual for Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.

Cost-Benefit Analysis of SCILS for Early Childhood Training in Academic Achievement. Report 1977-78.

Drexel Univ., Philadelphia, Pa. Dept. of Human Behavior and Development.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 78
NOTE- 140p.; Filmed from best available copy. Appendices contain small print and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Blacks; *Cost Effectiveness; Cybernetics; Elementary Education; *Elementary School Students; *Income; Individualized Reading; *Intervention; Literature Reviews; Longitudinal Studies; Low Income Groups; *Preschool Children; Preschool Education; *Reading Improvement; Sex Differences; Whites
IDENTIFIERS- Gross National Product; *Self Controlled Interactive Learning Systems; Societal Benefits

This report documents the long term cost benefits to society of the Self Controlled Interactive Learning Systems (SCILS), a program based on cybernetics and designed to teach early reading skills to children ages 3 to 6. SCILS required children to spend not more than 20 minutes daily using a "talking typewriter," a "talking page," and a "voice mirror" to practice letter recognition, typing letters from dictations, and reading words aloud. Teachers also worked with children on individual experience stories. The major assumptions of the cost benefit analysis were that documented high reading achievement in fifth grade for subjects who completed at least 30 hours of SCILS would continue and that none of them would be functionally illiterate or drop out before completing high school. The first chapter of the report extensively reviews the benefits to the United States and other countries of investing in preschool, primary, secondary, and postsecondary education, both for the advantaged and for those disadvantaged by gender or race. The next chapter describes the cost benefit analysis used in the study. Benefits to individuals were calculated in terms of individual differential lifetime earnings, and social benefits were calculated in terms of increases in the gross national product. Costs included those incurred by providing more high school education and by offering the SCILS system. Findings indicate an eight-to-one return on investment in SCILS for the individual and a two-to-one return for society. Other findings include: (1) regardless of initial IQ, children who had 10 or more hours of SCILS achieved at or above grade level in reading skills and children who had 30 or more hours of SCILS achieved at or above grade in reading comprehension and arithmetic; (2) For children in SCILS, IQ did not predict achievement; (3) achievement was sustained beyond grade three; and (4) there is a positive

Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 84
NOTE- 18p.
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Children; Compliance (Legal); Demography; *Divorce; Fathers; *Financial Support; *Law Enforcement; Literature Reviews; One Parent Family; *Parent Child Relationship; Parent Participation
IDENTIFIERS- *Child Support; *Visitation Rights

This document reviews empirical studies concerning the enforcement of the child support obligation and describes recent research on coparental interactions and father/child visitations. The discussion begins with an overview of the incidence of child support awards among demographically eligible women and then focuses on research on factors determining fathers' payment performance. Chambers' (1979) study of payment patterns of divorced males in Genessee County, Michigan is emphasized. Subsequently, attention is given to factors influencing post-divorce visitation arrangements, father involvement in parenting, and the relationship between child support payment and visitation. Major limitations of the studies are pointed out, and the need for research on the dynamic interface between child support payments and post-divorce spousal and father/child relationships is indicated. (RH)

ED 250 080 PS 014 648

Baruch, Grace K.; Barnett, Rosalind C.
Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 84
NOTE- 53p.
GRANT- NIMH-MH-34225
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, Ma 02181 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

adolescence and descriptions of implications for behavior in schools; (2) a description of social/cognitive developmental dimensions of adjustment patterns; (3) a brief depiction of problems faced by the post-divorce family; (4) a discussion of what schools can do to support the child under stress; (5) suggestions for preventive measures schools can take to help students deal with divorce; and (6) comments about other support systems for children and adolescents. Part two briefly discusses stages in children's experience of loss; examines developmental differences in their responses to loss; outlines factors affecting adjustment to loss (such as the closeness of the relationship and the psychological impact of the event); and suggests coping strategies, including communication, support systems, anticipatory education, use of a divorce adjustment profile to gather information, and bibliotherapy. (RH)

ED 250 094 PS 014 670

Black, Hedda
Adolescent Morality: Social Responsibility versus Alienation. Unit for Child Studies. Selected Papers Number 26.
New South Wales Univ., Kensington (Australia). School of Education.
PUB DATE- 82
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; Alienation; Developmental Stages; Foreign Countries; *Moral Development; *Parent Influence; *Social Influences; *Socialization; *Values
IDENTIFIERS- Australia (New South Wales); Kohlberg (Lawrence); *Moral Reasoning

Divided into three sections, this paper briefly presents Kohlberg's theory of moral reasoning; surveys some key research relating childrearing practices to adolescents' social competence, including moral reasoning; and reports research findings concerning the value systems adolescents develop. The first section characterizes preconventional, conventional, and postconventional morality and explores ways of promoting the development of a mature concept of justice, which includes role taking and living in a "just community." The second section focuses on aspects of social learning, which include authoritative parenting, inductive discipline, argumentative discourse, and tradition-based presents information on problems associated with abuse of women, children, and the elderly; Mexican Americans; abuse by children; medical care assistance; attaining self-sufficiency while in the Aid to Families with Dependent Children program; child care; child support payments; requiring the use of child car restraints; child kidnapping; teenage sexual activity and pregnancy; American Indians; financial support and treatment for emotionally, mentally, and physically handicapped children; juvenile delinquency and runaways; marital law; maternal and child nutrition; and single parents. Many local programs to ameliorate these problems are described, and many suggestions are made for improving existing federal programs. Prepared statements include a copy of HR 4325 (proposed amendments to improve the Child Support Enforcement Program); national statistics on infant mortality and child accidents; the report of the Colorado Task Force on the Medically Indigent; and the final summmary of the Junior League of Salt Lake City's "Child Watch," which documents the impact of federal budget cuts on children and families. (CB)

ED 250 108 PS 014 707

Millham, Spencer
Evaluating Residential Institutions.
PUB DATE- 84
NOTE- 16p.; Paper presented at the Fatherhood Forum (Chicago, IL, June 16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boarding Schools; *Children; Correctional Institutions; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; Foreign Countries; Input Output Analysis; Research Methodology; *Residential Institutions
IDENTIFIERS- *England; Orphanages

Drawing on the research experience of the Dartington Social Research Unit, this paper discusses methods and perspectives used in evaluating English residential institutions for children. Work of the Dartington Social Research Unit has involved evaluating aspects of a wide range of institutions, from elite boarding schools to children's homes and schools for young offenders. Some of the approaches used in this research include (1) the process model, an input-output approach that entails looking at residential

Indian Resource Development. Annual Report, 1983-1984.
New Mexico State Univ., Las Cruces.
PUB DATE- 84
NOTE- 62p.; For the 1981-1982 Annual Report, see ED 231 601.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; *American Indian Education; American Indians; *Career Guidance; College School Cooperation; Engineering; Financial Support; Higher Education; High School Students; *Internship Programs; *Labor Force Development; Leadership Training; Natural Resources; Program Development; Secondary Education; Self Determination; Seminars; *Student Recruitment; Tribes; Work Experience Programs
IDENTIFIERS- *Indian Resource Development Program; *New Mexico

With a budget of $210,000 appropriated by the New Mexico State Legislature, the Indian Resource Development (IRD) Program marked its eighth year by continuing to develop a corps of professionally trained American Indians in fields related to natural resource development in New Mexico through college academic education and related practical work experience. These services are provided both individually and through IRD contracts with programs at New Mexico State University, the University of New Mexico, and the New Mexico Institute of Mining and Technology. Following the introduction and a brief history of IRD, the report covers: leadership (permanent staff and program); recruitment of Indian high school and college students; student services (financial aid information, retention, tutoring and counseling); student seminars (pilot seminar in cognitive development for incoming engineering freshmen); work experience through part-time employment, work study, summer jobs, internships, co-op assignment, and employment assistance. Other topics of the report include: high school orientation; program support from colleges of engineering, business administration and economics, and agriculture; and program related staff activities. Numerous appendices include committee agendas and reports; examples of letters and forms; and student test results and evaluations. (NEC)

ED 250 123 RC 015 005

Human Relations and Community Life in Rural New York State: A Preliminary Report.
New York State Legislative Commission on Rural Resources, Albany.

ED 250 136   RC 015 019

Hill, Edward E., Comp.
Guide to Records in the National Archives of the United States Relating to American Indians.
National Archives and Records Service (GSA), Washington, D.C.
PUB DATE- 81
NOTE- 504p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($15.00).
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian History; American Indian Reservations; *American Indians; *Archives; *Federal Indian Relationship; Guides; Research Tools; Tribes
IDENTIFIERS- Bureau of Indian Affairs; Congressional Record; *Federal Records; *National Archives DC

To be used by researchers, this specialized supplement to the general "Guide to the National Archives of the United States" (1974) employs an historical approach to describe pre-federal, federal, and non-federal holdings relating to American Indians. Included are Continental Congress and Revolutionary War records. Records of the Bureau of Indian Affairs are subdivided according to its various divisions such as law and probate, forestry, health, Alaska, finance, statistics, and numerous others. Records of the Office of the Secretary of the Interior are divided into its appropriate divisions such as Indian Division, Lands and Railroads, Finance, Appointments, Water and Power, and others; included are cartographic and audiovisual records. Military records encompass holdings within the Office of the Secretary of War, the Army, the Navy, and others. Congressional, Departmental, and Bureau records are included along with records of special projects, committees, and services. Non-federal records include the War Department Collection of Confederate records, records of former Russian agencies, and holdings in the National Archives Gift Collection. Guidance to areas of specific interest is provided by a detailed table of contents and a 55-page index. (MM)

Relationship; Speech Skills

Because of concern about the communication skills of dentists from countries of the European Economic Community wishing to practice in England, a project was undertaken to develop a pilot test of English language skills focusing on listening and speaking skills in dental practice contexts. This report is a descriptive statement of the nature of dentist-patient communication in general practice and dental hospitals, the first of two parts of the project's final report. The fieldwork undertaken in early 1980 is described and a resulting preliminary description of dentist-patient interaction follows, with hypotheses concerning the perceptions dentists and their patients have of the dental consultation. The bulk of the report is an analysis of several dental consultations, with particular attention given to the problem of patients' reports of the symptoms and dentists' responses to them. The report concludes with suggestions for further research in dentist-patient communication. (Author/MSE)

ED 249 764 FL 014 464

Candlin, Christopher; And Others

Evaluating the Communicative Proficiency of Overseas Dentists. Annex to General Dental Council Report.

Lancaster Univ. (England). Inst. for English Language Education.

PUB DATE- Oct 80

NOTE- 87p.; For related document, see FL 014 463.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Communication Skills; *Dentists; *English (Second Language); Evaluation Criteria; Evaluation Methods; Foreign Countries; *Foreign Medical Graduates; Interpersonal Communication; Listening Skills; *Measurement Techniques; *Physician Patient Relationship; Speech Skills; Test Construction

Because of concern about the communication skills of dentists from countries of the European Economic Community wishing to practice in England, a project was undertaken to develop a pilot test of English language skills focusing on listening and speaking skills in dental practice contexts. This report consists of two proposals for developing pilot tests of foreign dentists' English skills in response to findings concerning the problems of dentist-patient communication in general practice and dental hospitals. The first proposal examines methods of devising a test sensitive to the

Volume 23, p115-124 Sep 1984.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Child Language; Comparative Analysis; Comprehension; *Context Clues; Grammar; *Hebrew; *Language Acquisition; Learning Processes; *Learning Theories; Models; *Sentence Structure; Young Children
IDENTIFIERS- *Competition Model

Research on the grammatical cues that guide comprehension of a language and that children are most sensitive to, particularly in Hebrew, is reviewed as an introduction to the first phase of a study conducted with 20 native Hebrew-speaking children aged 4 to 9 in southern California and a group of adults to provide comparative data. The study assessed the subjects' response to the competition between accusative and morphological cues in a sentence-picture correspondence task. It was found that the main effect of age could be attributed to differences between the 4-year-olds and 9-year-olds. It is also suggested that in most cases the children all trusted the accusative cues more than the morphological ones, and the oldest children trusted the causative verb pattern most while the younger trusted the reflexive pattern. Several explanations are provided for these results, including the competition theory, developmental patterns, and bilingualism effects. The second phase of the study will look at the patterns of monolingual Hebrew speakers. (MSE)

ED 249 779 FL 014 605

Silva, Marilyn N.
Developmental Issues in the Acquisition of Conjunction.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Sep 84
NOTE- 10p.; In: Papers and Reports on Child Language Development, Volume 23, p106-114 Sep 1984.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Spanish: Familiarization and Short-Term Training.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- 83
NOTE- 567p.
AVAILABLE FROM- National Audiovisual Center, National Archives and Records Services, Order Section, Washington, DC 20409 (text alone is $12.00; text with 10 audio cassettes, $55.00; cassettes alone, $43.00; text and first cassette only, $16.00).
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Non-Print Media (100)
DESCRIPTORS- Course Descriptions; *Daily Living Skills; Foreign Countries; Government Employees; Instructional Materials; *Intensive Language Courses; *Interpersonal Communication; Language Skills; Second Language Instruction; *Spanish; Travel; *Vocabulary

The State Department's Foreign Service Institute short-term, intensive course in Spanish language and culture for government employees going to work in Spanish-speaking countries contains an introductory section and 38 lessons and 10 related audio cassettes intended as the basis for a ten-week program with an instructor. The lessons cover these topics: the alphabet and names; classroom greetings and phrases; useful signs, phrases, exchange, and nationality information; hotel language needs and calendar and weather information; restaurants and tipping; babysitters; telephone conversations; asking for directions; taking telephone messages; asking for directions inside a building; dealing with wrong telephone numbers; public transportation; leaving telephone messages; using the familiar form; conversations when meeting people; placing a long-distance call; describing people; calling the physician; social courtesies; greeting visitors; local holidays and related customs; outings; market shopping; sightseeing; sports; housing; grocery shopping; paying a maid or deliveryman; gift shopping; entertainment; banking; directing office workers; dealing with an emergency; and houschold repairs. Lists of phrases for use with service personnel, body parts and medical terms, important signs and signals, and food and kitchen vocabulary are appended. (MSE)

ED 249 793 FL 014 621

recent educational developments in the field. It is stated that in China there are 10 language institutes, in addition to the universities, in which French is taught. Textbooks are prepared by teams of Chinese professors and are designed for two levels in a four-year course. The first level comprises four volumes, each about 350 pages long. First-level lessons contain dialogues, grammatical rules, and exercises. Each lesson is intended for 12 class hours, or one week of instruction. Of these, 2 hours are devoted to grammar, 2 to text analysis, 4 to vocabulary exercises, grammar rules, and content questions, 2 to listening comprehension, 1 to discussion, and 1 to oral presentations. Listening and speaking skills are emphasized at the beginner level. Research into teaching is encouraged, and conferences on teaching occur at three levels: department, school, and national. Each year the Chinese government sends students and researchers abroad for further training and invites foreigners to teach in China or conduct seminars in teacher training. (Author/MSE)

ED 249 807 FL 014 636

McKee, Macey Blackburn
Academic Writing vs. Composition.
PUB DATE- Oct 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Advanced Courses; Classroom Techniques; *English (Second Language); Essays; Second Language Instruction; Technical Writing; *Writing (Composition); *Writing Exercises; *Writing Instruction; Writing Processes; Writing Skills

Observation and investigation indicate that academic writing tasks are generally quite different from those required in standard English composition courses, with respect to both process and product. Writing instruction in English as a second language should prepare students for subject-matter writing tasks, focusing less on pure composition. Academic writing tasks require little generating of ideas, but do require selecting, organizing, and expressing specific information, either in response to an essay question or in an informative paper where there is little room for personal opinion. Classroom writing exercises found to be effective in producing transferable writing skills in students include: (1)

Hermanns, Harry, Ed.; And Others
The Compleat University: Break from Tradition in Germany, Sweden and the U.S.A.
City Univ. of New York, N.Y. Graduate School. Center for European Studies.
REPORT NO.- ISBN-0-87073-645-0
PUB DATE- 83
NOTE- 332p.; Revisions of papers presented at a conference sponsored by the City University of New York and the University of Kassel (New York, NY, December 1980) and at a second conference sponsored by the European Institute of Education and Social Policy (Kassel, Germany, September 1981).
AVAILABLE FROM- Schenkman Publishing Company, Inc., 331 Broadway, Cambridge, MA 02139 ($13.56, paper; $24.95, cloth).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Case Studies; College Faculty; College Students; *Comparative Education; *Educational Change; Educational Opportunities; Enrollment Trends; Foreign Countries; *Higher Education; Models; *Open Enrollment; Regional Cooperation; Student Attitudes
IDENTIFIERS- City University of New York; Comprehensive Universities; *Germany; *Sweden; United States

Different models of integrated education in the United States, Sweden, and Germany, including open admissions systems, are discussed in 16 conference papers. Titles include the following: "Opportunity and Achievement: An Analysis of Labor Market Experiences among Recent Graduates from the City University of New York" (James Murtha, Barry Kaufman); "Admission to Higher Education in Sweden and Its Implications for Integrated Higher Education" (Lillemor Kim); "Comprehensive Universities--History, Implementation Process and Prospects" (Ayla Neusel, Ulrich Teichler); "Access to Higher Education in the Federal Republic of Germany and Its Implications for Integrated Higher Education" (Antonius Lipsmeier); "Integration of Heterogeneous Groups of Comprehensive University Teachers" (Harry Hermanns); "Comparative Survey of Integration of Higher Education--Sweden's System, West Germany's Comprehensive Universities, and U.S.A.'s C.U.N.Y." (Henry Wasser); "The Dynamics of Integration in Non-Integrated Systems of Higher Education in Western Europe" (Guy Neave); and "Implementation of Outcomes of Integrated Higher Education--A Round-Table Discussion." (SW)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Distance Education; *Enrollment Influences; Higher Education; Institutional Research; *Learning Laboratories; Program Evaluation; *Student Characteristics; *Telecourses; *Use Studies
IDENTIFIERS- *University of Kentucky

Information on a telecourse program at the University of Kentucky is provided, based on a survey of the user population of the media-based educational program. This population consisted of 88 adult learners and other more nontraditional students. The telecourses were one component of the instructional system, which included printed materials, seminars, and academic support services. Generally, the survey provided insights into some of the educational opportunities afforded these students through the use of telecourses within a learning laboratory. The following characteristics of the students are identified: age group distributions: class standing (freshman, sophomore, junior, senior, graduate, and other); marital status; and type of occupation. Information on utilization patterns (i.e., frequency of lab visits and number of tapes used per visit) is also presented. Reasons for course enrollment are identified, as are reasons for utilizing the learning laboratory facility. Finally, strengths and weaknesses of the program, and implications for the future of the program are discussed. (SW)

ED 249 836 HE 017 722

Kautzmann, Lisette
A Model for Teaching Group Dynamics to Occupational Therapy Students.
PUB DATE- 1 Jan 84
NOTE- 38p.; Ed.D. practicum paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adult Education; *Course Content; Course Descriptions; *Experiential Learning; *Group Dynamics; Higher Education; Individual Development; *Leadership Training; Models; *Occupational Therapy; Performance Contracts; Undergraduate Students

A model for teaching group dynamics to undergraduate occupational therapy students was developed. The model incorporated adult

ED 249 849 HE 017 735

Sivon, Ellen Wise
Private Sector Funding Available to Foreign Scholars and Students in the United States.
National Association for Foreign Student Affairs, Washington, D.C.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 84
NOTE- 60p.
AVAILABLE FROM- National Association for Foreign Student Affairs, Publications Order Desk, 1860 19th Street, N.W., Washington, DC 20009 ($2.95 plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Donors; *Financial Aid Applicants; *Foreign Students; Higher Education; Philanthropic Foundations; *Private Financial Support; *Researchers; Scholarship; *Student Financial Aid

A sourcebook for foreign students and scholars already in the United States who are seeking additional financial resources to complete their U.S. education is presented. These sources of support are mostly available from U.S. private, nonprofit organizations including professional societies, scientific and medical research organizations, scholarly institutes, foundations, and civic organizations. For each of the 38 groups, information is provided on: title and purpose of the award, organizational background, eligibility criteria, the amount and time period of the award, and the application procedure. Criteria by which the organizations were chosen include: the donors offer awards for study by foreign students and scholars primarily in the United States, although some awards provide opportunities to study in another country; the organizations offer awards directly to the individual student or scholar; the organizations offer awards for support of educational programs at undergraduate, graduate, and/or postgraduate levels, including professional research; and a substantial number of the awards are in the social sciences and the natural and life sciences. An index to awards by field of study is appended, along with a bibliography. (SW)

ED 24[illegible] 862 HE 017 748

Kuenzli, Linda A., Ed.
Facilitator's Manual: Summer Transitions. Fifth Edition.
Bowling Green State Univ., Ohio.
PUB DATE- 84
NOTE- 162p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Advising; *Ancillary School Services; *Articulation (Education); College Environment; *College Freshmen; College Students; Higher Education; Library Skills; Listening Skills; Reading Skills; *School Orientation; *Study Skills; *Summer Programs; Teaching Guides; Test Wiseness; Time Management
IDENTIFIERS- Bowling Green State University OH

A facilitator's manual for the Summer Transition Enrichment Program at Bowling Green State University is presented. The overall objectives of the program are: (1) to facilitate the transition of entering freshmen into the academic and cultural life of the university; and (2) to assist students in their personal growth and adjustment to the academic demands of the university. Objectives, activities, and desired outcomes of each of the 16 sessions of the program are identified, along with materials and assignments. The sessions include: the purposes of going to college; the meaning of personal freedom; mapping skills; support services; skimming, memory, and concentration; proofreading, written communication, and motivation; time management and academic advisement; listening skills and notetaking; library usage, using textbooks, and marking the text; how to study, studying special subjects, and improving reading skills; taking exams; issues facing college students; and bridging the gap between the world of self and the world of knowledge. Suggestions for session planning, grading guidelines, and information on team teaching are included. The purpose of student journals is also considered. Much of the manual consists of guides or self-tests for students to monitor themselves. (SW)

AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; *Access to Education; College Admission; *College Applicants; College Attendance; *College Choice; College Programs; *Enrollment Influences; Foreign Countries; Higher Education; Questionnaires; *Selective Admission
IDENTIFIERS- Canada; *Ontario

Accessibility to a college education in Ontario, Canada, was assessed by studying the pattern of acceptances and rejections of various choices made by unregistered college applicants. Study concerns included: total offers to programs of choice from any college and from an Ontario college only; offers by institution type and program type for first three choices made; and main reasons why respondents did not attend college. Findings include the following: about 25 percent of the respondents did not receive any offers to a program of their choice from an Ontario university; about 15 percent did not receive any offers from an Ontario university; respondents choosing Ontario university programs in the applied sciences and the arts had the highest acceptance rates; respondents choosing programs in the applied health field had the lowest acceptance rate; just over 25 percent of the respondents did not attend any postsecondary institution in 1983; respondents who did not receive any offers to a program of their choice from an Ontario university were overrepresented in their choice of highly competitive programs such as engineering and nursing; and almost half of the respondents applied to Ontario universities only. Appended are study questionnaires, information on the research design, and a response coding manual. (SW)

ED 249 877 HE 017 7[illegible]3

A Study of the Image of TIAA-CREF among Active Members.
Roper Organization, Inc., New York, N.Y.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- Jul 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

nursing schools, and arts schools. (SW)

ED 249 889 HE 017 791

Aanenson, Charles R.

Republic of Indonesia: A Study of the Educational System of the Republic of Indonesia and a Guide to the Academic Placement of Students from the Republic of Indonesia in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.

PUB DATE- 79

NOTE- 129p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 786.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Articulation (Education); *College Admission; Degrees (Academic); *Educational Background; Elementary Secondary Education; Foreign Countries; *Foreign Students; Grading; Graduate Study; Higher Education; International Educational Exchange; Private Colleges; Professional Education; Public Education; *Student Placement; Study Abroad; Teacher Education

IDENTIFIERS- *Foreign Educational Credentials; *Indonesia

The educational system of the Republic of Indonesia is described, and placement recommendations concerning students who want to study in the United States are presented. After a description of elementary and secondary education, higher education is considered, with attention to governance, types of private institutions, degrees, diplomas, credits, examinations, and grading. The history of the government (ministerial) academies is traced, and information is provided on admissions to the academies, health supervision and accounting curricula, and diplomas. Admissions, curricula, staff and students, and diplomas for teacher training

ED 249 900 HE 017 803

Trudeau, Edouard J. C.

Selected French Speaking Sub-Saharan African Countries: Burundi, Cameroon (Eastern), Chad, Congo (Brazzaville), Dahomey, Gabon, Ivory Coast, Mali, Mauritania, Niger, Rwanda, Senegal, Togo, Upper Volta, Zaire. A Guide to the Academic Placement of Students from These Countries in Academic Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

PUB DATE- 75

NOTE- 20p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 786.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($1.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Records; Articulation (Education); *College Admission; College Programs; *Elementary Secondary Education; Foreign Countries; *Foreign Students; Grading; *Higher Education; *Student Placement

IDENTIFIERS- *Africa (Sub Sahara); Burundi; Cameroon (East); Chad; Congo (Brazzaville); Dahomey; *Foreign Educational Credentials; Gabon; Ivory Coast; Mali; Mauritania; Niger; Rwanda; Senegal; Togo; Upper Volta; Zaire

The educational systems of 15 Sub-Saharan African countries are described, and guidelines concerning the academic placement of students who wish to study in U.S. institutions are provided. Tables indicate the grades covered by primary education and secondary education (academic and technical). Burundi, Rwanda, and Zaire have followed the Belgian pattern of education. The systems of the following countries are similar to the French system: Cameroon (Eastern), Chad, Congo (Brazzaville), Dahomey, Gabon, Ivory Coast, Mauritania, Niger, Senegal, Togo, Upper Volta. The Mali system differs greatly from those of the other countries. In considering the admission and academic placement of students from these African countries, admissions officers should assess students' English language proficiency, as well as their ability to

Graduate Financial Planning and Debt Management Brochure.
Saint John's Univ., Jamaica, N.Y.
PUB DATE- Oct 84
NOTE- 33p.; For related documents, see HE 017 819 and HE 017 821-823.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; Expenditures; *Financial Aid Applicants; *Graduate Students; Higher Education; *Loan Repayment; *Money Management; Salaries; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- College Costs; *Debt (Financial); Saint Johns University NY

Information on managing debt acquired by St. John's University graduate students is provided. The cost of education for a graduate student includes tuition, fees, books, home maintenance, personal expenses, and transportation. Student budgets for 1984-1985 and 1985-1986 (estimated) are provided by students' dependency status (dependent 9 months, 9-month residency/dependent, and 12-month residency/independent). Financial counseling services offered to first-year students and to second- and third-year students are described. Loan deferments for full- and part-time graduate students are also discussed. Kinds of investments that students might make with part of their income are identified. Information is provided on acceptable levels of indebtedness based on entry-level salary levels for various professional positions. Additional data are presented on: living expenses (e.g., transportation, rent); student loan repayment for different interest rates; and taxes students will have to pay. Sample budgets for unmarried/married graduates are provided that cover: living at home/no car, living in own apartment/no car, living at home/used car, and living at home/new car. Agendas of seminars on financial planning and debt management are appended. (SW)

ED 249 914 HE 017 823

Belmont, Jean
Law School Financial Planning and Debt Management Brochure.
Saint John's Univ., Jamaica, N.Y.
PUB DATE- Oct 84
NOTE- 30p.; For related documents, see HE 017 819 and HE 017 821-822.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

ED 249 926 IR 011 350

Hawkins, Jan
The Flexible Use of Computers in Classrooms. Technical Report No. 6.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- 12 Nov 82
NOTE- 11p.; Paper presented at the Microcomputer Conference of New York University School of Education, Health, Nursing and Arts Professions. Center for Educational Research, Field and Administrative Services (New York, NY, November 12, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; *Computer Software; Educational Assessment; Elementary Secondary Education; Higher Education; Mathematics Instruction; Microcomputers; Programing; Science Instruction; Student Participation; *Teacher Education; Writing Instruction
IDENTIFIERS- LOGO Programing Language

With increasing attention being given to the importance of microcomputers in the schools, there is concern about how new teachers can best be prepared to use the new technology effectively. This paper presents a perspective on teacher training based on three categories in which computers may be used in the classroom: to provide unique learning experiences that take advantage of special features of the technology; to provide information about, and practice with, the technology itself; and to influence social aspects of classroom life. The paper briefly describes three different types of software which have been developed to address the issues above: a word processor to influence children's writing skills; three pieces of software for teaching science and math concepts to fourth through sixth graders; and a LOGO software program to teach children to collaborate while learning programming skills. It is concluded that during teacher preservice education, students should be made aware of the options available for using the computer as a tool in their curricula, and how to make critical choices for integrating it with their teaching goals. (Author/THC)

PUB DATE- 17 Jun 84
NOTE- 23p.
CONTRACT- NE-0-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Computer Assisted Instruction; *Design Requirements; Guidelines; Linguistics; Material Development; *Prose; *Readability; Schemata (Cognition); *Screens (Displays); *Writing (Composition)
IDENTIFIERS- *Text Design; Text Structure

Drawing from the conclusions of research studies by linguists and psychologists, this paper describes four classes of principles for constructing readable prose for both print materials and computer screens: (1) global principles dealing with a schema-theory approach to discourse type, with topical focus, and with parallelism; (2) sentence-level principles pertaining to verbal style, noun strings, conditional statements, right branching, negatives, active voice, and pronoun deletion; (3) word-level principles pertaining to length, frequency, and concreteness; and (4) graphics principles dealing with space, lines, and highlighting. Examples are offered of how these principles might be applied to the design of instructional materials or to teaching methods. Fifty-five references are listed. (Author/LMM)

ED 249 941 IR 011 383

Butler, Darrell L.
Interests in and Barriers to Computer Based Instruction of Psychology in Higher Education.
PUB DATE- Jun 84
NOTE- 20p.; Paper presented at the National Educational Computing Conference (Dayton, OH, June 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Computer Assisted Instruction; *Computer Oriented Programs; Computer Software; Higher Education; Literature Reviews; Psychology; Research Methodology; *Research Problems; Statistics; *Surveys; *Use Studies

(12) analyses of factors influencing CTBS test performance other than the television broadcast. (LMM)

ED 249 954 IR 011 398

"ThinkAbout" Content Analysis: Final Report.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Jan 82
NOTE- 100p.; For related documents, see IR 011 390-398.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($6.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bias; Content Analysis; *Educational Television; Elementary Education; Formative Evaluation; Intermediate Grades; Language Arts; Mathematics Instruction; Minority Groups; *Problem Solving; *Programing (Broadcast); *Prosocial Behavior; *Role Models; Stereotypes; Study Skills; Values Education
IDENTIFIERS- *ThinkAbout

A content analysis was conducted for all 60 programs of ThinkAbout, an instructional television series designed to strengthen the reasoning skills of fifth and sixth graders and to review and reinforce language arts, mathematics, and study skills. The study comprised separate analyses of three concerns: (1) demographic characteristics of individuals and groups represented; (2) the personal and social behaviors of the characters; and (3) the value-laden content of the programs. Data collection procedures included determination of thematic scene divisions and major characters and content analysis by pairs of raters. Demographic data indicated that the series was balanced across a number of variables. Analysis of personal and social behavior found that the series presents role models in which males and females, minority, and white characters exhibit systematic reasoning and persistence in problem-solving efforts. Characters teach and learn from one another, and prosocial values are upheld across a wide range of social and personal behaviors. The analysis of value-laden content, including value-laden social, personal, and educational values, showed that the most consistently evident values in the programs are the educational ones. A 24-item reference list is included. (LMM)

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audience Analysis; High School Students; Instructional Design; *Mathematics Curriculum; *Mathematics Instruction; Mathematics Teachers; Questionnaires; School Surveys; Secondary Education; *Student Attitudes; *Student Characteristics; *Teacher Attitudes; *Teacher Characteristics

This study identified the demographic and attitudinal characteristics of student and teacher audiences to provide background information for the development of the General Mathematics Instructional Television Series for the ninth and tenth grades, a series intended to promote increased awareness of applications of mathematics in everyday life and to facilitate student awareness that mathematics is useful, important, and relevant to their lives. Information on the levels of student attitude toward mathematics and their awareness of applications was considered essential to appropriately targeting program content; reactions of teachers were considered important to the development of both programs and related print materials. Following a brief description of the study methodology, the demographic characteristics of teachers and classes in sample sites in Alberta, Arkansas, Florida, Nebraska, Utah, and Vermont are summarized. Additional sections describe information gathered for instructional design purposes. A six-item reference list and teacher and student questionnaires are included. (LMM)

ED 249 968 IR 011 412

Shea, James
Trade-offs: What the Research Is Saying.
Agency for Instructional Television, Bloomington, Ind.; Canadian Foundation for Economic Education, Toronto.; Joint Council on Economic Education, New York, N.Y.
REPORT NO.- AIT-RR-82
PUB DATE- 80
NOTE- 27p.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attitude Measures; Cognitive Measurement; *Course

interspersed directions, and directions to draw pictures. The following possible dimensions for adjunct aids are also displayed in a table: verbal versus nonverbal, active response versus no active response, location (pre-instructional, interspersed, or post-instructional), concrete versus abstract, thematic versus formal, and factual versus higher order memory. A set of general recommendations based on the literature review is offered. Thirty-nine references are listed (LMM)

ED 249 982 IR 011 426

Perry, Fred L., Jr.
Memory: As It Relates to Children Ages 9 to 12 Years. Skills Essential to Learning Television Project: Working Paper.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Jun 77
NOTE- 36p.; For related documents, see IR 011 420-428.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Individual Differences; *Intellectual Development; Intermediate Grades; *Learning Processes; Literature Reviews; *Memory; *Models; Preadolescents; Research; *Teaching Methods
IDENTIFIERS- *Skills Essential to Learning Project

An overview of theory and research in memory as it relates to developmental differences is offered in this paper, which is intended to provide background information for the staff of the Skills Essential to Learning Television Project (a multi-level series of video and print resources for classroom use). A model for viewing information processing is proposed, and studies that examined whether any components of the model were influenced by developmental differences are reviewed in order to explain the principles of memory processes applicable to children aged 9 to 12. Conclusions offered suggest that no major neurological differences fundamental to memory exist between children in late childhood and adults; that as children grow older they can recall greater amounts of information; and that the educator's goal should be to help students store information in semantic memory. Three principles important to memory are suggested: (1) rote rehearsal is not a guarantee to storing information in either long-term episodic or language of the users. Three public libraries in Virginia were selected as test sites because their users encompassed a heterogeneous population that cut across demographic and socioeconomic indicators. Data collected on exception cases (times when users asked librarians for assistance in finding information) revealed that of the 412 questions analyzed, almost 60% produced no match between the language of the information seekers and the information organizers. The online system which was developed allows directed browsing and puts descriptors into context. It contains eight fields: Subject, the primary access point containing the users' vocabulary; Enter, which serves a cross-referencing function; LC, a selection of relevant Library of Congress subject headings; Broader, Narrower, and Related, three fields which supply hierarchically oriented connections; Scope Notes, which define the meaning of records in the Subject field; and Bibliography, which lists other pertinent holdings. (Author/THC)

ED 249 997 IR 050 865

Medina, Sue O.
Manual for a Summer Reading Program.
New Mexico State Library, Santa Fe.
PUB DATE- Sep 84
NOTE- 75p.; Accompanying art for program materials by Ken Maestas.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Childrens Literature; Library Services; Preschool Children; *Program Development; Public Libraries; Reading Materials; *Reading Programs; *Recreational Reading; *Summer Programs

This manual provides suggestions for materials and projects to carry out a summer reading program for children based on a monster theme. The planning process outlined may be used as a "how-to" guide for developing summer reading programs on other themes as well. In addition to general guidelines, the manual provides information on the following aspects of a reading program: setting goals and objectives; a program schedule and checklist; planning; registration requirements; reading records; promoting the program; bulletin board suggestions with examples; activities and special events; incentives along the way; and evaluation of the program. Sample ideas for illustrations and masters suitable for

Processes; Methods Research; Preservation

This paper takes a historical and methodological approach to explain the gap of reciprocal awareness that exists between many archivists and librarians. It is argued that a much closer relationship between the two professions would enable them to confront common issues in the coordinated manner necessary for optimum benefits to society. The historical evolution of the disconnection between the archives and library fields is discussed, as is the recent development of the archives field and the common co-existence of libraries and archives, both administratively and physically, in universities today. Differences in methodologies between the two fields are discussed in terms of acquisition and appraisal, processing (arrangement and description), reference procedures, and educational preparation. Shared concerns are also discussed, including automation, legislative and legal issues, preservation, and the logic of confronting mutual problems by pooling resources. (THC)

ED 250 012 IR 050 883

Vavrek, Bernard
Reference Service in Rural Public Libraries.
Clarion State Coll., Pa.
PUB DATE- 15 Nov 82
NOTE- 74p.; Reproducibility may be limited due to the use of colored paper in the original document.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Library Personnel; *Library Research; *Library Services; Library Surveys; *Public Libraries; Questionnaires; *Reference Services; *Rural Areas; Statistics

This research report presents the results of a survey of public libraries that serve areas where populations are 25,000 or fewer individuals. The long range goal of the study was to gather data that would help to initially describe some of the circumstances in which and because of which rural information services exist and endure. Questionnaires were mailed to 1,111 public libraries chosen from the American Library Directory, 1980. The data are based on a final sample of 666 respondents (60%) and are divided into two parts: Sample A represents the total number of responses and Sample B is a sub-set (N=234) representing libraries in communities of

ED 250 025 JC 840 551

Transfer Education: California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Oct 84
NOTE- 110p.; Appendices printed on colored paper; portions of this document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Transfer Students; *Community Colleges; *Enrollment Trends; Grades (Scholastic); *Minority Groups; State Surveys; Statewide Planning; Transfer Programs; Two Year Colleges
IDENTIFIERS- *California

Drawing from a variety of sources, this paper reviews information on transfer education in the California community colleges. Section I provides a historical review of events surrounding the transfer function and identifies some of the questions about transfer education that have arisen since 1960. Section II presents and analyzes data concerning transfer activity, focusing on trends in the number of community college students transferring to four-year institutions, how and why the number of transfers has changed, how and why the rate of transfer has changed, differences in transfer activity among individual colleges, results of special efforts, and the numbers of reverse transfers and the reasons these students transfer from four-year to two-year institutions. Section III looks at the representation of racial and ethnic minorities among transfer students and recent changes in these statistics. In section IV, the performance of transfer students at the University of California and California State University campuses is analyzed in terms of grades and persistence. Section V provides a summary of findings, indicating: (1) between 60,000 and 70,000 students transferred from community colleges to four-year colleges in 1983-84; (2) rates of transfer were not being accurately measured; and (3) the number and rate of transfer from individual colleges is related to the college's emphasis on baccalaureate courses, the location of the college, and the proportion of minority students enrolled. Statistical data supporting study findings are appended. (LAL)

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Administrative Organization; *Agency Role; College Planning; *Community Colleges; Cooperative Planning; Evaluation Methods; *Institutional Evaluation; *State Agencies; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges; *Western Association of Schools and Colleges

One of a series of papers resulting from a Fund for the Improvement of Postsecondary Education (FIPSE) project to improve evaluation and planning in community colleges, this working paper presents a plan of purposes and activities to experimentally test a model of delineation of responsibilities among accrediting commissions, state agencies, and local community college districts. Following introductory materials on the project, the paper presents certain assumptions and expectations to be understood in defining the complementary roles of the Office of the Chancellor for California Community Colleges (CCC) and the Western Association Accrediting Commission for Community and Junior Colleges (ACCJC). This section includes a matrix showing objectives, participants, and responsibilities with regard to the FIPSE project. The next section focuses on the organizational relationships between the CCC and ACCJC, examining the quasi-hierarchical levels of institutional accountability, evaluation, and planning in the CCC, the role of the FIPSE project in community college accountability, influences in the community college environmental network that reduce and promote conflict, and cyclical stages in institutional planning. Next, a discussion is provided of the relationships between accreditation standards and goals of the Board of Governors of the CCC, and of the gaps in the state goals and ACCJC standards. Appendices propose a delineation of functions, present a statement of CCC philosophy and goals, and provide ACCJC accrediting standards. (LAL)

ED 250 040 JC 840 577

Information System Support. Improving Community College Evaluation and Planning: Project Working Paper Number Eight.
California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting

PUB DATE- Jul 83
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); *Community Colleges; Governing Boards; *Institutional Evaluation; *State Standards; Two Year Colleges
IDENTIFIERS- *Illinois

This manual describes the process by which a college becomes recognized by the Illinois Community College Board (ICCB), sets forth bases upon which recognition decisions are made, describes the effects of such decisions, and explains how they may be appealed. First, the concept of recognition is defined, indicating that a college is "recognized" when it is judged to be in compliance with ICCB standards, which are based on state statutes and ICCB rules. After the statutory bases for recognition are delineated, the recognition process is described. Information is provided on the scope of the recognition evaluation, the application for recognition, the recognition visit, and the recognition report. Next, the decision to assign a college a recognition status based on the degree to which it is judged to be in compliance with ICCB standards is discussed. Finally, the report describes the procedures under which a college assigned a status of non-recognition may appeal the decision. Appendices include the recognition standards for focus in fiscal years 1983 through 1985 in the areas of apportionment claims validation, finances/facilities, and programs; a copy of the application for recognition; and a schedule of recognition visits for 1983 through 1985. (HB)

ED 250 053 JC 840 598

Report on High Technology Programs in Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE- Dec 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

correlation of time in SCILS with achievement that increases as children go through school. The last chapter presents a longitudinal data analysis of the reading achievement of children participating in SCILS. (CB)

ED 250 066 PS 014 570

Sani, Ruta Bulderis
Literature Sources in Elementary and Early Childhood Education.
PUB DATE- 84
NOTE- 287p.; Ph.D. Thesis, University of Illinois.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Citations (References); *Content Analysis; Databases; *Early Childhood Education; *Educational Resources; *Elementary Education; *Information Sources; Periodicals
IDENTIFIERS- *Bibliometrics; *ERIC Clearinghouse on Elementary Early Child Educ; Literature Dispersion; Scientific Disciplines

This bibliometric study assesses literature sources of elementary and early childhood education documents by examining, over a 30-month period, documents entered into the Educational Resources Information Center (ERIC) data base by the ERIC Clearinghouse on Elementary and Early Childhood Education. The document collection is sorted into three groups according to the orientation of the intended audience (research-, interpretation-, and practice-oriented documents) through the use of publication type codes. One hundred ERIC documents from both the "Current Index to Journals in Education" (CIJE) and the "Resources in Education" (RIE) subfiles of the ERIC data base were randomly selected from each of the three document groups. In order to test two hypotheses, that: (1) research-oriented publications would cite more literature, more recent literature, and draw more heavily on the literature of other disciplines than either interpretation- or practice-oriented publications; and (2) interpretation-oriented publications would cite more literature, more recent literature, and draw more heavily on literature from other disciplines than practice-oriented literature, the mean number of references per document was determined. Citation analyses were conducted to find median citation age and literature dispersion among 28 identified disciplines. Findings indicate that: (1) research-oriented publications cite less literature than interpretation-oriented

DESCRIPTORS- Childhood Attitudes; *Child Rearing; Child Responsibility; *Father Attitudes; *Fathers; Interviews; Parent Influence; Parent Participation; *Parent Responsibility; Parent Role; Sex Role; *Sex Stereotypes; *Young Children
IDENTIFIERS- *Housework

To investigate dimensions of fathers' participation in family work and to examine the effects of each dimension on children's sex-role related attitudes, this study collected data from 160 fathers of kindergarten and fourth-grade children, their wives, and their children. Fathers and mothers were interviewed jointly as well as separately and they independently filled out a questionnaire. Children were individually interviewed at school. The following categories of data related to dimensions of fathers' participation were reported: (1) intensity of interaction with children; (2) absolute amount of time spent in child care or home chores versus the proportional amount of time spent (i.e., the number of hours spent by the father divided by the number of hours spent by both parents); (3) solo participation versus participation with the mother; (4) performance of household chores versus child care; and (5) responsiblity for tasks versus simply performing them. Children's sex-role sterotyping and attitudes were assessed in three domains: current interests and activities, adult occupational roles, and adult family roles. In addition, children's occupational aspirations were also ascertained. Fathers' participation patterns were associated with maternal employment status and parents' sex-role attitudes (specifically, their attitudes about the male role). (AS)

ED 250 081 PS 014 651

Meade, Anne, Comp.; Marland, Elaine, Comp.
New Zealand Early Childhood Care and Education Bibliography, 1979-1982, with ERIC Descriptors.
New Zealand Council for Educational Research, Wellington.
REPORT NO.- ISBN-0-908567-36-7
PUB DATE- 84
NOTE- 113p.; For an earlier version of this document, see ED 178 196.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Child Abuse; Child Advocacy; Child Caregivers; *Child Development; Databases; *Day Care; Disabilities; *Early Childhood Education; Educational History; Educational Research; Foreign

upbringing. In addition, this section explores socialization practices that hinder the development of mature moral reasoning. Focusing initially on characteristics of alienated youth and parental influences on such youth, the third section describes studies investigating the values development of New York adolescents according to grade level (from fifth through twelfth grades) and sex. Also reported are English adolescents' attitudes toward the concept of an ideal, or model, person and their sense of the relative importance of values. Findings suggest that a cultural core of values held by adolescents exists and that the predominant concern of young people is for personal adjustment and good human relationships; these concerns are often linked with the desire to have an attractive appearance. (RH)

ED 250 095 PS 014 671

Phillips, Shelley
Self Concept and Self Esteem: Infancy to Adolescence. A Cognitive Developmental Outline with Some Reference to Behaviour and Health Effects. Unit for Child Studies. Selected Papers Number 27.
New South Wales Univ., Kensington (Australia). School of Education.
PUB DATE- 83
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Abstract Reasoning; *Adolescents; Behavior Problems; *Children; *Cognitive Development; Elementary Education; Elementary School Students; Emotional Problems; Foreign Countries; Health; *Infants; Peer Relationship; Primary Education; *Self Concept; *Self Esteem; Sex Differences
IDENTIFIERS- Australia (New South Wales); Developmental Patterns

Initially differentiating ideas of self-concept, personality, and self-esteem, this paper discusses the development of the self from infancy through adolescence. The discussion of infancy focuses on learning about bodily self and related disruptions and describes the emergence of the social and independent self. The discussion of toddlers and preschool children deals with having separate thoughts, concepts of "me" and "mine," skill development and temper tantrums, comparisons, games and time, the looking-glass self, interest and security, identification with parents, and behavior and health problems. School-age children are discussed in relationship to teachers, playmates, the concrete self, autonomy,

institutions in terms of resource, treatment, and sheltering success; (2) conflict models, which contrast the perceptions of different groups and participants in the residential process; (3) adaptation models, which explore the ways in which staff and clients adapt to the goals of the residential establishment; (4) examination of the residential institution within the wider care system; (5) evaluation in terms of the continuity of residential care and its congruence with people's expectations; and (6) evaluation of residential care in historical terms. It is concluded that, while evaluation of residential establishments is a highly complex task, research should be an important aspect of developing residential practice and evaluation should be an integral part of planning and development. (CB)

ED 250 109 PS 014 708

Faerber, Kay; Van Dusseldorp, Ralph
Attitudes toward Elementary School Student Retention.
PUB DATE- 84
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Elementary Education; *Elementary School Students; *Grade Repetition; Intermediate Grades; Parent Participation; Questionnaires; *Student Promotion; *Teacher Attitudes

Nonpromotion of elementary school students is a highly controversial and emotional issue, and a vast amount of literature has been devoted to the topic. With the current emphasis on raising academic standards in public schools, more and more educators are viewing "social promotion" with disfavor. This study was conducted to determine current attitudes toward grade repetition. Data were gathered through an attitude questionnaire completed by 11 male and 20 female education graduate students, most of whom were teachers, at the University of Alaska at Anchorage. In general, subjects felt that both social maturity and academic achievement should be considered in promotion decisions, that grade repetition can be ultimately beneficial to students, and that promotion should not be automatic. Subjects also were given case descriptions of six elementary students and were asked to indicate whether they should be promoted or retained. When all six student cases were combined, 61 percent of the male subjects, as opposed to 44 percent of the

PUB DATE- 18 May 84
NOTE- 43p.; One of nine reports from the Statewide Legislative Symposium on Rural Development (1st, Albany, NY, October 5-7, 1983). For the other reports from this Symposium, see RC 015 006-013.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)
DESCRIPTORS- *Community Change; Community Services; Economic Opportunities; *Human Relations; Local Issues; Needs Assessment; Policy Formation; Population Trends; Problems; Public Policy; *Quality of Life; Rural Areas; *Rural Development; *Rural Environment; Sociocultural Patterns; State Surveys; *Statewide Planning; Tables (Data); Trend Analysis
IDENTIFIERS- Goal Setting; *New York

Trends, strengths and assets, weaknesses and problem areas, goals, and public policy questions in the area of human relations and community life in rural New York state are presented with supporting statistics. Trends considered include rural and elderly rural population increases; suicide, homicide, and domestic violence rate increases; demands for community, personal, and health services; and support for the arts. Strengths and assets defined are community and family support systems, economic attractions, sense of control over one's life, wealth of cultural resources, and aesthetic qualities. Problem areas reported include continuing poverty, inaccessibility and insufficiency of personal and commmunity services, rising cost of living and taxes, and underdeveloped information networks. Major goals proposed include ensuring consideration of rural concerns in public programs and policy, encouraging participation in governance, fostering rural culture and values, expanding access to library and cultural resources, and providing equitable service to all state citizens. Policy questions suggested focus on how the state can achieve cost-effective use of resources in addressing rural needs, promote cooperation and coordination between public and private rural service agencies, and apply quality of life regulations to benefit all New Yorkers. (NEC)

ED 250 124 RC 015 006

Rural Transportation in New York State: A Preliminary Report.
New York State Legislative Commission on Rural Resources, Albany.

ED 250 137 RC 015 020

American Indian/Alaska Native Education: Quality in the Classroom.
National Education Association, Washington, D.C.
PUB DATE- 83
NOTE- 90p.; Prepared by the Human and Civil Rights Division.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alaska Natives; American Indian Culture; *American Indian Education; American Indians; *Cultural Education; *Curriculum; Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Futures (of Society); *Relevance (Education); School Community Relationship; Self Concept; *Student Needs; Values
IDENTIFIERS- National Education Association

In an effort to move concerns of American Indian/Alaska Native education into the general arena of public education, the National Education Association developed six issue papers, each with proposed actions and suggested readings. "Cultural Values Affecting American Indian/Alaska Native Students," focuses on the prevalence of cultural value systems, effect of culture on students, group emphasis, moderation in speech, and noncorporal behavior controls. "Infusion of American Indian/Alaska Native Culture into the Curriculum," discusses student needs and lists specific cultural ideas and activities that can be introduced into 14 subject areas. "Focus on American Indian/Alaska Native Student Concerns," addresses cultural adjustment to school environments, health problems, academic skills, and counseling. "Improving Relations between Schools and American Indian/Alaska Native Communities," considers student, community, school, parent, and teacher interrelationships. "Methodologies Which Affect and Improve the Self-Image of American Indian/Alaska Native Students," considers classroom environment and integrated curricula, emphasizing language arts and teacher-student interaction patterns. "Looking to the Future for American Indian/Alaska Native Students," reviews contemporary trends and forecasts future directions. "The Quest for Quality Education," a booklet designed to raise awareness about the unique situation of American Indian/Alaska Natives with reference to public education is included at the end of the document. (NEC)

language user's capacity to use appropriate skills in authentic contexts, specifying minimum prerequisites and limits for such a measure. The second proposal discusses the possibility of adapting a currently-used test for the medical profession, examines the issue of objectivity in testing communication skills, and suggests a period of induction into the British dental practice experience during which the foreign dentist would be assessed as well as oriented. (MSE)

ED 249 765 FL 014 488

Drobnic, Karl
Teaching EST without Becoming a Scientist: A Practical Technique.
PUB DATE- 84
NOTE- 11p.; Some of the text may be marginally legible due to broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- •Classroom Techniques; Engineering Education; English for Special Purposes; Graduate Study; Higher Education; Nuclear Technology; Professional Continuing Education; Second Language Instruction; •Teacher Qualifications
IDENTIFIERS- •English for Science and Technology; Oregon State University

A teaching method developed for a class of Taiwanese nuclear engineers studying at Oregon State University emerged from a situation in which the English for Science and Technology (EST) instructor did not have extensive experience with the technical language of the field. The design of the lessons was based on the assumption that the students already knew the science content, and the use of their knowledge was integral to the instructional program. In opening comments to the students, the teacher assumed responsibility for the language of the lessons and assigned to the students responsibility for the scientific matter. As a result, the students appreciated recognition of their specialized skills, came to contribute their knowledge freely, and enjoyed the opportunity to practice the language in contexts relevant to their special situations. Lessons covered such topics as definition, classification, conceptual paragraphing, compounding, nontemporal verb choice, and implicit information. A sample lesson reviewing definition and classification and introducing conceptual

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Child Language; Comparative Analysis; *Discourse Analysis; *Form Classes (Languages); *Language Acquisition; Story Telling; Young Children
IDENTIFIERS- *Conjunctions

The notion that children over age 5 have acquired a conjunction once they have used it appropriately once or a specified number of times is challenged with data from a study of the narrative discourse of school age children. In the study, 26 adults and 71 children aged 4 to 11 were asked to tell a story about three sets of story pictures. Analysis of the resulting narratives indicated a clear increase in the frequency of subordinate conjunctions with age, with subjects under 7 using only "when" and "because," conjunctions already present in the speech of toddlers. In addition, it was found that children's use of conjunctions, particularly temporal ones, differed from the adults'. Some new insights derived from the results include: (1) the adult use of "when" to highlight contingency rather than co-temporal or sequential events; (2) certain constraints on the positional freedom of "when" clauses; (3) the relationship among "when" and the other temporal conjunctions, "while" and "as;" and (4) the rarity of "because" clauses. Further analysis of the data reveals more detailed information. A number of explanations are offered for these results, including the difference between ordinary conversation and narrative discourse, the need to revise previous notions of acquisition as an all-or-none phenomenon to reflect contextual learning, the complexity of the structures concerned, and the effects of the transition to literacy on the number and kind of subordinate devices found in children's language. (MSE)

ED 249 780 FL 014 606

Morgan, James L.
Some Concepts and Consequences of a Degree 1 Learnability Result.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Sep 84
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 23, p98-105 Sep 1984.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Rivera, Charlene, Ed.
Communicative Competence Approaches to Language Proficiency Assessment: Research and Application. Multilingual Matters 9.
InterAmerica Research Associates, Rosslyn, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-905028-21-X (paperback); ISBN-0-905028-22-8
PUB DATE- Sep 84
NOTE- 170p.; Papers presented at the Language Proficiency Assessment Symposium (March 14-18, 1981, Warrenton, VA).
CONTRACT- 400-79-002
AVAILABLE FROM- Multilingual Matters Ltd., Bank House, 8a Hill Rd., Clevedon, Avon BS21 7HH, England ($34.00; $13.50 paperback)
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- *Bilingualism; *Communicative Competence (Languages); Conference Proceedings; Immersion Programs; *Language Proficiency; *Language Research; *Language Tests; Minority Groups; Psycholinguistics

A collection of selected papers from the March 1981 Language Proficiency Assessment Symposium, a component of the National Institute of Education's Assessment of Language Proficiency of Bilingual Persons project, are presented. Papers include: "An Overview of Communicative Competence" (Cynthia Wallat); "Some Comments on the Terminology of Language Testing" (Lyle Bachman, and Adrian Palmer); "Some Implications of Communicative Competence Research for Integrative Proficiency Testing" (Richard Duran); "Linguistic Interdependence among Japanese and Vietnamese Immigrant Students" (Jim Cummins, Merrill Swain, Kazuko Nakajima, Jean Handscombe, Daina Green, and Chau Tran); "Pupil Characteristics and Performance on Linguistic and Communicative Language Measures" (Arnulfo Ramirez); "A Communicative Approach to Language Proficiency Assessment in a Minority Setting" (Michael Canale); "The Suitability of Immersion Education for Children with Special Needs" (Margaret Bruck); and "Psycholinguistic Aspects" (Fred Genesee). The papers are indexed by subject. (MSE)

ED 249 794 FL 014 622

Hubbard, Philip
Understanding English Modals through Space Grammar.
PUB DATE- 84

sentence combining exercises of a paragraph that provide a check on reading comprehension, elicit specific grammar points, convey information, and model suitable information and organization types; (2) writing from data in non-prose form; (3) sentence forming from lists of bits of information; (4) reading selections in preparation for answering questions; and (5) writing from lectures, with or without accompanying readings. (MSE)

ED 249 808 FL 014 637

de Herrera, Betty Phillips
Teaching English as a Foreign Language to the Visually Handicapped.
PUB DATE- Oct 84
NOTE- 10p.; Paper is based on a talk given at the Annual Convention of Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blindness; Class Activities; Classroom Communication; Classroom Environment; Classroom Techniques; Empathy; *English (Second Language); Films; Foreign Countries; *Information Sources; Interviews; *Mainstreaming; Organizations (Groups); *Second Language Instruction; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; Tutoring; *Visual Impairments
IDENTIFIERS- Mexico (Mexico City)

Techniques for teachers to use in mainstreaming visually handicapped students in instruction of English as a second language are discussed. They include: (1) having an initial student interview to explore the student's knowledge of braille and gather other relevant information about student skills; (2) not developing negative attitudes or becoming overprotective; (3) providing activities that the student can participate in comfortably; (4) having the entire class be blindfolded through all the normal class activities to develop sighted student empathy; and (5) speaking clearly and precisely and encouraging others to do the same. Additional out-of-class assistance can include providing tutoring; encouraging attendance at English-language movies, clubs, and private English classes; and exploiting the other senses with clay, fabrics, and other substances. A variety of organizations and information sources are available in the United States and Mexico

ED 249 822 HE 017 662

Mager, Gerald M.; Myers, Betty
Blueprints for Academic Lives.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Career Planning; *College Faculty; Educational Responsibility; *Faculty Workload; Higher Education; *Noninstructional Responsibility; *Productivity; Research; Scholarship; *Teacher Responsibility; Working Hours
IDENTIFIERS- New Teachers

Career planning by new professors is discussed, based on recent studies. Productivity seems to be related to how a professor uses resources, including time. In 1981, work experiences of new education professors, were surveyed with attention to the amount of time they spent working and the kinds of work they did. Six kinds of work were identified: teaching, administrative and service tasks, research and scholarly tasks, personal professional development, work with students, and curriculum development. A 2-year followup survey of the professors revealed two patterns of blueprints, based on the specifications of time and work tasks. One pattern consisted of involvement on a fairly equal basis in each of the six clusters of work, while the second pattern showed an uneven distribution among the work tasks. A characteristic of the preferred balanced design was that no particular cluster was given much greater time allocation than the others. A characteristic of the preferred unbalanced design was that research and scholarship or teaching clusters took priority over administration and service, work with individual students, personal professional development, and curriculum development. (SW)

ED 249 823 HE 017 668

Sagen, H. Bradley
Faculty Salaries and the Personnel Structure of Institutions
PUB DATE- 27 Apr 84

education methodology in the teaching of group leadership and personal growth. A literature review was undertaken to identify the purpose and components of laboratory education, which was recognized as the preferred method for teaching group dynamics. A modified list of components, which reflected the two major purposes of laboratory education, was used as the structural base for developing a syllabus for a one-semester course in group dynamics for occupational therapy students. The resulting syllabus was organized into the following categories: course description, course objectives, required texts, and units. Included in each unit was a statement of purpose, readings, assignments, and a sequence of activities. The three units covered group process, leadership, and applications to occupational therapy practice and closure. Opportunities for personal growth were integrated into the units. The course was designed to include opportunities for participation in adult education methods of experiential group learning. Appendices include the course syllabus, information on the learning contract, and a sample learning contract. (Author/SW)

ED 249 837 HE 017 723

Kautzmann, Lisette

The Development of Guidelines for Feedback on Professional Behavior in Level I Field Work Performance.

PUB DATE- 1 Aug 84

NOTE- 40p.; Ed.D. practicum paper, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Clinical Experience; Clinical Teaching (Health Professions); *Feedback; *Field Experience Programs; *Guidelines; Higher Education; *Occupational Therapy; Questionnaires; *Rating Scales; Skill Development; *Student Evaluation

Guidelines for feedback on professional behavior during field work were developed for students during initial exposure to the clinical practice of occupational therapy. Using Likert's Method of Summed Ratings, brainstorming and a review of the American Occupational Therapy Association Field Work Performance Report resulted in the generation of a list of 38 items for feedback. Items were organized into three categories and matched with a five-point interval scale. After field testing, the opinionnaire was distributed to 50 junior

ED 249 850 HE 017 736

Brown, Peggy Ann, Ed.
Writing Programs.
Association of American Colleges, Washington, D.C.
PUB DATE- Oct 84
NOTE- 21p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($3.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College English; *College Programs; Degree Requirements; *English Departments; Higher Education; *Interdisciplinary Approach; Program Descriptions; Rhetorical Criticism; *Writing Instruction; Writing Skills
IDENTIFIERS- Albright College PA; Eastern Oregon State College; Ithaca College NY; Kalamazoo College MI; Moravian College PA; Orange Coast College CA; Pima Community College AZ; Saint Mary of the Woods College IN; Saint Marys College IN; Southeastern Massachusetts University; Towson State University MD; University of Chicago IL; University of Massachusetts Amherst; University of Pennsylvania; University of Wisconsin Madison

Ways that colleges and universities provide opportunities for students to improve their writing are discussed in two essays and program descriptions. In "Reinventing the Rhetorical Tradition: Finding Ways to Revalue Writing," Patrick Hartwell and Greg Waters briefly describe activities at colleges that center around the rhetorical tradition, and specifically the value on writing as a mode of learning. The second article, "Comprehensive Writing Programs: Keeping Them Going," by Elaine P. Maimon offers seven suggestions for keeping comprehensive writing programs healthy and successful. The descriptions of college writing programs include the following topics: freshmen writing courses, a nondegree writing program separate from the English department, a requirement that undergraduates complete one upper-level writing course, and a Writing Across the University Program. Writing programs at the following universities are described: University of Massachusetts at Amherst, Ithaca College, Saint Mary-of-the-Woods College, Towson State University, University of Pennsylvania, Albright College, the University of Chicago, Eastern Oregon State College, Kalamazoo College, Moravian College, Orange Coast College, Pima Community College, Saint Mary's College, Southeastern Massachusetts

ED 249 863 HE 017 749

Burloiu, Petre
Higher Education and Economic Development in Europe, 1975-1980: (A Statistical and Economic Study) = L'Enseignement Superieur et le Developpement Economique en Europe, 1975-1980: (Etude Statistique et Economique). Vol. II.
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
REPORT NO.- ISBN-92-3-002242-X
PUB DATE- 83
NOTE- 361p.; For Volume I see ED 247 793.
AVAILABLE FROM- European Centre for Higher Education, UNESCO-CEPES, 39, Stirbel Voda St., R-70732, Bucharest, Romania.
LANGUAGE- English; French
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Graduates; College Students; *Economic Development; *Enrollment Trends; Females; Foreign Countries; Foreign Students; *Higher Education; Majors (Students); Place of Residence; *Population Trends; Statistical Data
IDENTIFIERS- Canada; *Europe; Israel; United States

Statistical tables on higher education and economic development in Europe, Israel, Canada, and the United States, for 1975-1980 are presented in the second of a two-volume report. This volume of statistical tables, presented in both English and French, covers the following areas: population estimates for 33 countries for 1960, 1965, 1970, and 1975-1980; population and the gross national product for each country for 1960, 1965, 1970, 1977, 1980; college student enrollments for 5-year intervals, 1960-1980; female student enrollments for 5-year intervals; number of teachers and students by type of institution for 5-year intervals; distribution of students by levels for 5-year intervals; distribution of students by field of study; enrollment in the third level of education per 100,000 inhabitants; distribution of graduates by level and field of study; number of foreign students enrolled for 1960, 1965, 1970, and 1975-1980; foreign students by continent of origin for 1968, 1974-1979; and foreign students by country of origin for 1968, 1974-1979. (SW)

ED 249 864 HE 017 755

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrators; College Faculty; Higher Education; *Investment; *Organizations (Groups); Questionnaires; *Reputation; *Retirement Benefits; *Teacher Attitudes; Teacher Retirement
IDENTIFIERS- *Teachers Insurance and Annuity Association

Views of members and key pension plan administrators concerning the Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF) were assessed. Attention was focused on perceptions of the organization's strengths and weaknesses, and the importance of these characteristics in creating its reputation. Telephone interviews were completed with 1,200 active members and 300 administrators, 200 at private and 100 at public institutions. It was found that satisfaction with TIAA-CREF was high. Seven out of 10 members said the TIAA-CREF option offered a sufficient variety of investment options. However, one out of three administrators said the variety of options was not sufficient. TIAA-CREF's strongest points with participants and administrators were its security, portability, rate of return, and general reputation. Participation in TIAA-CREF was mostly voluntary, and there appeared to be little competition for pension coverage except at public institutions. Detailed findings about TIAA-CREF are provided, including attitudes about the plan based on respondents' age group, income, voluntary/required participation, and knowledge level about the plan. Demographic characteristics of respondents are detailed, and a study questionnaire is appended. (SW)

ED 249 878 HE 017 779

Chando, Carl M., Ed.
Beyond Change: Managing the Multifaceted Role of the Academic Advisor. Proceedings of the National Conference on Academic Advising (7th, St. Louis, Missouri, October 23-26, 1983).
National Academic Advising Association, Pomona, NJ.
PUB DATE- Oct 83
NOTE- 157p.; Conference cohosted by Kansas State University Conference Office, Webster University, Washington University, Maryville College, St. Louis University, and the University of Missouri at St. Louis.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)

institutions and for universities and institutes and graduate-level degrees and diplomas are also covered. Special considerations for U.S. admissions officers are addressed concerning: diplomas, transcripts, and indications of the quality of Indonesian schools, students, and credentials. The placement recommendations are based upon the degree earned or number of years of education rather than upon quality. Appendices include: an alphabetical listing of tertiary institutions (public and private academies, institutes, advanced schools and universities) with information for each institution on public/private control status, date founded, enrollment, and degree offered, and a list of public universities and institutes under the Ministry of Education and Culture. A glossary and bibliography are included. (SW)

ED 249 890 HE 017 792

Capobianco, Joseph P.

Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.

PUB DATE- 81

NOTE- 112p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 786.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036 ($2.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Art Education; Articulation (Education); *College Admission; Degrees (Academic); Educational Background; Elementary Secondary Education; Foreign Countries; *Foreign Students; Grading; Higher Education; International Educational Exchange; Music Education; *Secondary Education; *Student Placement; Study Abroad; Teacher Education; Technical

adapt to a new culture. Placement recommendations cover academic records, grades, advanced placement tests, completion of different educational programs, and the systems in different countries. (SW)

ED 249 901 HE 017 804

Dickey, Karlene N.
Switzerland: A Study of the Educational System of Switzerland and a Guide to the Academic Placement of Students from Switzerland in Educational Institutions of the United States.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.
PUB DATE- 81
NOTE- 145p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials For other titles in this series, see HE 017 786.
AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; Articulation (Education); College Admission; Degrees (Academic); Dental Schools; *Elementary Secondary Education; Foreign Countries; *Foreign Students; *Higher Education; *Institutional Characteristics; Medical Education; Nursing Education; Professional Education; *Student Placement; Study Abroad; Teacher Education; Technical Education; Vocational Education
IDENTIFIERS- *Foreign Educational Credentials; *Switzerland

The educational system of Switzerland is described, and guidelines concerning the academic placement of students who wish to study in U.S. institutions are provided. After describing primary and secondary education, attention is directed to teacher training, tertiary education, and training in the health fields. Specific considerations include: academic and vocational upper-secondary school, secondary school general education, teacher training for different educational levels and for special subjects, and

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; Expenditures; *Financial Aid Applicants; Higher Education; *Law Students; *Loan Repayment; *Money Management; Salaries; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- College Costs; *Debt (Financial); Saint Johns University NY

Information on managing debt acquired by St. John's University law students is provided. The cost of education for a graduate student includes tuition, fees, books, home maintenance, personal expenses, and transportation. A student budget for 1984-1985 is provided by students' dependency status (dependent 9 months, 9-month residency/dependent, and 12-month residency/independent). Financial counseling services offered to law students during the first, second, third, and fourth year are described. Loan deferments for full- and part-time graduate students are also discussed. Kinds of investments that students might make with part of their income are identified. Information is provided on acceptable levels of indebtedness based on entry-level salary levels for private practice firms by size, business concerns, government, and judicial clerkships. Additional data are presented on: living expenses (e.g., transportation, rent, automobiles, personal loans); student loan repayment for different interest rates; professional expenses; and taxes students will have to pay. Sample law school budgets for unmarried/married students are provided that cover: living at home/no car, living in own apartment/no car, living at home/used car, and living at home/new car. Agendas of seminars on financial planning and debt management are appended. (SW)

ED 249 915 HE 017 825

Matthews, Janet R.
The Many Sides of Undergraduate Advisors.
PUB DATE- Aug 84
NOTE- 10p.; Paper presented at Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *Career Counseling; Departments; *Faculty Advisers; Helping Relationship; Higher Education;

ED 249 927 IR 011 351

Pea, Roy D.

Prospects and Challenges for Using Microcomputers in School. Technical Report No. 7.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

PUB DATE- Feb 84

NOTE- 23p.; Versions of this paper were presented at a University of Toronto Institute of Child Study Conference (Toronto, Canada, November 26, 1982) and a Central New York School Study Council and School Board Institute Conference (Syracuse, NY, April 29, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Science; Educational Objectives; *Educational Planning; Educational Research; Elementary Secondary Education; *Instructional Materials; *Learning Activities; *Microcomputers; *Teacher Attitudes

Prepared as an address for educator groups, this paper provides a theoretical perspective for thinking about problems and prospects for integrating microcomputer uses in school activities. Six major aspects of the perspective are defined: (1) the computer as general-purpose symbolic device; (2) the importance of developmental studies of children's understanding; (3) the importance of teachers and instruction; (4) the need to make computer-based learning purposive; (5) the aim of meeting educational goals effectively; and (6) the guidance of computer use by educational values. Current innovative uses of school technologies in the following areas are discussed: simulations, art and music instruction, writing skills, software for conceptual dexterity, integrated media for math and science learning, and programming languages. A list of references is included. (Author/THC)

ED 249 928 IR 011 352

IDENTIFIERS- Computer Uses in Education

A review of the literature indicates that, in spite of differences in methodology, faculty surveys permit an explanation of academic psychologist's interest in instructional computing, the current extent of instructional computer use, and the differences between interest and use. All of the studies reviewed indicated a substantial interest in educational computing. For psychology faculty, the primary interest is in using computers for statistics and laboratory methods courses. As a group, psychology faculty have strong impressions about how computers should be used in courses, but due to variations in survey methodology, trends cannot be discerned. Use of instructional computers in college level psychology teaching is modest but increasing. Use in statistics courses and data analysis is most common, with some additional use for data collection, demonstrations, and simulations. The difference between use and interest or perceived need is substantial and it has been hypothesized that this is due to faculty problems, adequacy of hardware, support staff, and software. Many of the barriers to implementing computer-based education are disappearing, and the time is ripening for bringing computers into courses as instructional aids. This report includes a 21-item reference list, 4 tables, and a list of the journals searched to identify computer software. (LMM)

ED 249 942 IR 011 384

Posey, Edwin D.
Decentralized Computing via Micros.
PUB DATE- May 84
NOTE- 10p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (Bloomington, IN, May 20-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Case Studies; Centralization; *Computer Oriented Programs; *Decentralization; Higher Education; *Microcomputers; Networks; *Program Development; *Systems Development; *Technological Advancement
IDENTIFIERS- *Computer Centers

A major factor in the amazing success of the microcomputer is its inherent ability to free the user from dependence on a large central computing facility with its attendant frustrations. Almost

ED 249 955 IR 011 399

Taylor, William D.; Dipaolo, Andy
Guidelines to Media Utilization: Lessons from Project Discovery. Research Report 64.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Jul 78
NOTE- 34p.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; *Educational Media; Elementary Secondary Education; Federal Programs; Interviews; Media Selection; *Program Evaluation; *Teachers; Trend Analysis; *Use Studies
IDENTIFIERS- National Defense Education Act; *Project Discovery

An assessment was made in 1978 of the longterm effects on school media utilization of Project Discovery (1964-1967), which was designed to test the effect of "maximum availability" of instructional materials on curriculum, on student attitudes, achievement, creativity, and motivation, and on teaching methods and techniques. The project also tested a demonstration model for disseminating information about creative and innovative ways to use instructional media as National Defense Education Act (NDEA) programs began to have an impact on the nation's schools. For this study, the data of the original project were reexamined and visits were made to four of the original sites in Ohio, California, Washington, D.C., and Texas. Observation and interviews with 21 teachers and administrators revealed that Project Discovery had had and continued to have a variety of effects across a broad spectrum of learning issues. Most respondents were convinced that the use of media materials has a positive and lasting impact on teaching, learning, and the school community. Given current priorities, the cost of establishing large, building-level collections similar to Project Discovery was beyond the financial reach of most school districts. Nevertheless, such programs had paid off in increased utilization of media, improved instructional patterns, and satisfactory completion of curriculum and instructional goals. This report includes a number of excerpts from the unstructured interviews and an 18-item reference list. (Author/LMM)

Evaluation; *Economics Education; *Educational Television; Grade 5; Grade 6; Inservice Teacher Education; Intermediate Grades; *Student Attitudes; *Teacher Attitudes; Television Research
IDENTIFIERS- *Instructional Effectiveness; *Trade offs (Television Series)

"Trade-offs" is an instructional television series of 15 programs designed to improve and expand economics instruction in fifth and sixth grade classrooms in the United States and Canada. This paper reviews 15 studies that have examined the impact of the "Trade-off" series, and seeks to determine how the series affects student and teacher knowledge of and attitudes toward economics and whether they enjoy the "Trade-offs" programs. The studies reviewed examined diverse variables and used a variety of designs and instruments. They include three studies on cognitive, attitudinal, and inservice training effects; one report on the development and validation of the Basic Economics Test; five local evaluations; and two studies of teacher and administrator ratings of the series. Findings led to the following conclusions: (1) the series significantly improves students' knowledge of and attitudes toward economics; (2) the series significantly improves teachers' attitudes toward economics; (3) student cognitive and attitudinal gains were further increased with teacher inservice training; (4) teacher attitudinal gains were further increased with inservice education; and (5) the series is appealing to students, teachers, and administrators. Notes, references, and a comprehensive chart of studies reviewed are included. (THC)

ED 249 969 IR 011 413

Crane, Valerie
Arts Education in Grades 6 through 9: A National Survey of Arts Teachers and Supervisors. Research Report 84.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Jun 81
NOTE- 45p.; For other reports in this series, see IR 011 414-419.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; Art Teachers; *Audiovisual Aids; *Educational Television; *Fine Arts; Intermediate Grades; Junior

semantic memory; (2) the child must be trained to process the meaning of an item if it is to be remembered for any length of time; and (3) distributed retrieval in novel situations is instrumental in facilitating ease of retrieval. Twenty-four references are listed. (LMM)

ED 249 983 IR 011 427

Neubert, Nancy Malecek
Self-Management as an Essential Skill: What the Business Literature Suggests. Skills Essential to Learning Television Project: Research Report.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Jul 78
NOTE- 61p.; For related documents, see IR 011 420-428.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Business; *Decision Making; *Decision Making Skills; Learning Processes; Literature Reviews; *Memory; Operations Research; *Time; *Time Management
IDENTIFIERS- *Skills Essential to Learning Project

Popular and applied business literature related to self-improvement is reviewed in this working paper, one of eight which provide background information for the staff of the Skills Essential to Learning Television Project (a multi-level series of video and print resources for classroom use). A review of theories of time management in section I describes individual, task, and combined approaches and offers recommendations for improving output and avoiding time-wasting. An overview of the operations analysis approach to decision making is provided in section II, and specific techniques for reaching decisions are described. In the third section, methods for improving and increasing memory are reviewed, and simple ways in which memory skills can be applied to vocabulary, reading, and mathematics are listed. The final section considers purposeful mental exercises for clear thinking and improved reasoning. Twenty-four references are listed. (LMM) reproduction are included. Two annotated bibliographies are also included, one listing reference books for the program planner and the other suggesting monster-related readings for children. (THC)

ED 249 998 IR 050 867

White House Conference on Library and Information Services Follow-Up Inquiry. State/Territory Agency Responses.

National Commission on Libraries and Information Science, Washington, D. C.

PUB DATE- Sep 80

NOTE- 40p.; Best copy available. For related document, see ED 238 436.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Government Publications; Library Education; Library Extension; *Library Services; National Surveys; *Public Libraries; Questionnaires; *State Action; State Aid; *State Legislation; State Libraries

IDENTIFIERS- Friends of the Library; *White House Conference Library Info Services

State and territory agency responses to a 1980 follow-up inquiry of the 1979 White House Conference on Library and Information Services (WHCLIST) are presented. Individual questionnaires were completed by 24 states and 2 trust territories. Questionnaires provide information on increased state aid to libraries, new library legislation, establishment of statewide library support groups, follow-up meetings of delegates to the national, state, or territorial conference, new state publications related to libraries, and the level of state support for WHCLIST. (THC)

ED 249 999 IR 050 868

Stebegg, K.; Oberhauser, O.

Anforderungskatalog fur Einen Graphikfahigen Mikrocomputer fur

2,500 or fewer individuals. The report includes information on type of library, patron populations and their information needs, staff members' positions and education, volunteers, budgets and sources of funds, library services, policy statements, types and number of reference questions asked, procedures for dealing with reference questions that cannot be answered, daily work breakdowns, equipment available, hours of operation, online services, and problems in providing reference services. Regional statistics are analyzed and shown in relation to national averages. The survey instrument and a 25-item reference list are included. (THC)

ED 250 013 IR 050 884

Shapiro, Beth J.
The Social Science Bibliographer as Detective: Selection Strategies for the Social Sciences.
PUB DATE- 24 Jun 84
NOTE- 16p.; Paper presented at the Annual Meeting of the American Library Association (Dallas, TX, June 24, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Cataloging; Higher Education; Library Acquisition; *Library Collections; *Library Material Selection; *Reference Materials; *Social Sciences
IDENTIFIERS- *Selection Tools

This paper equates the variety of methods a social science bibliographer must use to build a useful and valuable research collection with the multiple approaches employed by detectives to solve crimes. Before presenting a sampling of strategies used by social science bibliographers, the paper defines the core disciplines of the social sciences (sociology, anthropology, psychology, political science, geography, economics, history); suggests numerous applied social science fields (law, business and management, education, social work, urban planning, and criminal justice); and discusses multi-disciplinary fields (ethnic studies, women's studies, communication arts, and policy sciences). The bibliographic structure of the social science literature is briefly discussed and a more detailed review of tools to be used in the selection and acquisition of library materials is provided. This section is divided by types of materials: monographs, periodicals, proceedings and conference papers, alternative and non-traditional

ED 250 026 JC 840 552

Friedlander, Jack
Evaluation of Napa Valley College's Student Orientation, Assessment, Advisement and Retention Program.
Napa Valley Coll., Napa, CA.
PUB DATE- 16 Feb 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Community Colleges; Educational Counseling; Predictive Validity; *Program Effectiveness; Program Evaluation; *School Holding Power; School Orientation; *Student Personnel Services; *Testing Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Napa Valley College CA

In fall 1983, Napa Valley College fully implemented its Student Orientation, Assessment, Advisement, and Retention (SOAAR) program, which consisted of assessment of first-time students' math and reading skills, advisement about enrolling in regular or developmental courses based on scores, course advisement, and the provision of information on college services, policies, and procedures. In fall 1983, 866 students participated in the SOAAR program. An analysis of student course transcripts, test scores, and survey responses indicated that, in comparison with students enrolled in comparable courses before the implementation of the SOAAR program, SOAAR students were less likely to: (1) complete their developmental courses in English and mathematics; (2) finish their introductory-level courses; and (3) earn a grade of C or higher in their developmental or regular classes. Although a number of factors might have contributed to the decline in student performance from fall 1982 to fall 1983, it was concluded that participation in the SOAAR program did not have a positive affect on student performance or persistence in their English and math classes. It was also concluded that test scores were not accurate predictors of student success and that SOAAR did not seem to increase student use of support services. Based on study findings, it was recommended that a number of modifications should be made to improve the effectiveness of the SOAAR program. (LAL)

ED 250 027 JC 840 553

Commission for Community and Junior Colleges.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 27p.; For related documents, see JC 840 576-584.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Planning; *Community Colleges; Comparative Analysis; *Information Systems; *Institutional Evaluation; Outcomes of Education; *Research Needs; State Agencies; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

One of a series of papers resulting from a Fund for the Improvement of Postsecondary Education (FIPSE) project, this working paper describes how a state agency data system can be used and supplemented to produce the kinds of data that are needed for effective community college planning and evaluation. First, general information is presented on efforts to design, develop, and add a planning and evaluation component to the existing California State Chancellor's Information System. This section provides information on the current system and three specific information sets to be produced (i.e., quantitiative, qualitative, and external). Next, six areas in which the FIPSE project is working to create analytical models are discussed: (1) learner outcomes, including proposals to add partial longitudinal capability to the existing student data file and the use of cross-section community surveys assessing the value of community college education; (2) comparative data for college evaluation and accreditation; (3) projected needs and programs; (4) statewide priorities for community college operations against which evaluations and planning can be conducted; (5) census data application to the evaluation of statewide priorities, comparative analyses by colleges, and projections of student demand; and (6) other data sources, such as the Statewide Longitudinal Survey, the Student Resources Surveys, and the Student Economics and Resources Survey. An information system plan proposed to the Board of Governors of the California Community Colleges is appended. (HB)

ED 250 041 JC 840 578

Measuring Community College Learner Outcomes: State-of-the-Art.

DESCRIPTORS- College Graduates; *College Programs; *Community Colleges; Engineering Technology; *Enrollment; Job Placement; State Surveys; *Technical Education; *Technological Advancement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

Survey results are presented from a study of the steps being taken by the 52 Illinois public community colleges to develop and provide programs in high technology fields. First, high technology programs are defined as those occupational programs that educate and train individuals to operate, maintain, and/or repair micro-electronic or computerized machinery or equipment, or to fabricate or analyze new materials, such as plastics or alloys. Next, information is presented by program on the number of colleges offering particular programs, fall 1982 enrollments, 1983 program completers, and job placement rates of completers. In addition, a summary is provided of the high technology programs offered for 30 or more semester credit hours, or less than 30 semester credit hours. Study highlights include: (1) all but three colleges offered programs in one or more fields defined as high technology; (2) 45 colleges offered computer programming, 31 offered electronics engineering technology, and 18 offered radiologic technology programs; (3) 23 colleges offered courses of less than 30 semester credit hours in computer programming, 11 each in computer operating and word processing, and 10 in data entry; (4) 19 colleges offered courses of 30 semester credit hours or more in word processing and 16 in computer programming; and (5) the computer programming degree programs enrolled 18,184 students in fall 1982, and 62.4% of the 1,337 program completers were known to be placed in jobs. (HB)

ED 250 054 JC 840 599

Fall 1983 Salary Survey Report for the Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jan 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; *Compensation (Remuneration); Contract Salaries; Fringe Benefits; Full Time Faculty; Part Time Faculty; *Salaries; *School Personnel;

documents and more than practice-oriented publications, cite the oldest literature, and draw more heavily on the literature of other disciplines than either practice- or interpretation-oriented documents; and (2) interpretation-oriented documents cite more literature and draw more heavily upon the literature of other disciplines than practice oriented documents; however, interpretation-oriented documents do not cite more recent literature. (RH)

ED 250 067 PS 014 605

Murphy, Dawn

A Summary of How States Use Local Agencies to Provide Services for Children and Youth.

Illinois Commission on Children, Springfield.

PUB DATE- Jan 84

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; Agency Cooperation; *Agency Role; *Children; Child Welfare; *Community Services; Coordination; Health Services; National Surveys; *Social Services; State Government

IDENTIFIERS- Juvenile Justice

In September 1983, the Governor of Illinois requested that the Illinois Commission on Children examine community-based service systems as a partial means of delivering human services for children and youth. In response, the commission formed the Community-Based Children's Services Task Force to assist in improving the ways state agencies channel funds to local agencies. Letters were sent to persons responsible for child welfare, health services, and juvenile services in each state requesting information about the state's use of local agencies. This document provides states' responses to the task force's request for information; all but four states provided information, though replies from a few states were very brief. Extensive summaries from over 40 states describe organizational structures, program emphases, responsibilities, objectives, procedures, and/or legislative mandates. Lists of information sources conclude the document. Information about Illinois' community-based service system, not included in this document, is expected to be presented to the state legislature in March 1985. (RH)

Countries; *Infants; Language Acquisition; Parents; *Preschool Children; Preschool Teachers; Reading; Reference Services; Young Children
IDENTIFIERS- New Zealand

An educational history of the Early Childhood Unit of the New Zealand Council for Educational Research is included as an introduction to this bibliography. Bibliographic items are grouped under 19 headings: child abuse, child advocacy, child development, child language and reading, disabilities, early childhood education, educational facilities, educational personnel, ethnic studies, family life, infant behavior, media research, parent education, parent participation, parents, programs, research, safety, and training. Under each heading, items are listed alphabetically by author's last name. Many items are theses or papers recording findings of research; others are "thought pieces." All items have been assigned ERIC descriptors. The entire bibliography is filed on computer, and directions for obtaining printouts of computer searches are included. References to selected students' research papers are appended. (RH)

ED 250 082 PS 014 657

Ahmed, Mumina M.
Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 83
NOTE- 63p.; Document contains light type. Requirement for the Post Graduate Diploma in Curriculum Development, University of Nairobi.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Child Caregivers; Course Descriptions; *Day Care; *Day Care Centers; Early Childhood Education; *Educational Improvement; Foreign Countries; *Institutional Characteristics; Instructional Materials; Interviews; Observation; Questionnaires; Teacher Attitudes; *Teacher Education
IDENTIFIERS- Somalia (Mogadiscio)

depression and poor self-esteem, and behavior problems and common illnesses. With regard to adolescence, the document explores the role of abstract thought, self-consciousness, popularity neuroses, overdifferentiation, intellectualization, asceticism, depression, physical appearance, identity, unemployment, symptoms of disruption in self-concept development, hypochondriasis, and anorexia nervosa. (RH)

ED 250 096 PS 014 672

Phillips, Shelley
Adolescent Thinking: Self-Concept, Relationships and Punk. Unit for Child Studies. Selected Papers Number 28.
New South Wales Univ., Kensington (Australia). School of Education.
PUB DATE- 82
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Cognitive Ability; Drug Abuse; *Emotional Experience; Foreign Countries; Pregnancy; *Self Concept; *Self Esteem; *Social Influences; Subcultures
IDENTIFIERS- Australia (New South Wales); *Developmental Patterns; Punk Rock

Beginning with the principle that self-concept and self-esteem are learned, this paper describes the adolescent self and its social concomitants. The depiction of adolescence emphasizes adolescents' ability to think abstractly and their knowledge of the mind's ability to process, direct, and manipulate experience. In contrast with the "radical empiricist" younger child, the adolescent is seen as a "psychological clinician." This "clinician" includes social personality characteristics in his or her conceptualization of self, learns to integrate diverse elements of the self, and knows the self in relation to others and to social conventions. It is acknowledged that, while adolescents are introspective and self-analytical, they may sometimes experience painful self-consciousness and engage in histrionics. The discussion very briefly considers factors influencing and influenced by the development of social competency and self-esteem. Changes in self-esteem are explored, with emphasis being given to the principles that (1) motivation for maintaining and improving self-esteem is ever-present, and (2) the self-concept develops in a social context. Implications of these principles for improving female subjects, recommended promotion. A comparison between subjects with primary and intermediate grade emphasis showed that 55 percent of those with primary emphasis favored retention, as compared with 48 percent of those with intermediate emphasis. Respondents' comments indicated that parents should be involved in the promotion decision-making process. (CB)

RC

ED 250 110 RC 014 691

Getting to Know You...All about You: Preschool Orientation Manual.
San Ysidro School District, Calif.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Oct 83
NOTE- 26p.; For related documents, see RC 014 692-693.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Group Experience; Learning Strategies; Lesson Plans; Orientation Materials; *Preschool Children; Preschool Education; *School Orientation; School Registration; Self Actualization; *Student Adjustment; *Student School Relationship
IDENTIFIERS- *San Ysidro Elementary School District CA

Designed to guide teachers through a 20-day sequence of preschool orientation activities, the manual presents a numbered sequence of topics with related objectives and explanations, preparation and planning needs, and specific activities for children. Section I is entitled "All Around Us" and focuses on guiding preschool children and their parents through enrollment procedures and requirements. Section II, entitled "All Together," concentrates on familiarizing children with the school environment through participation in group activities. In Section III, "All About You," children are guided into self-development and individual and cultural awareness through decision-making activites. Section IV is entitled "All About Learning" and is directed toward academic applications of concepts

PUB DATE- 10 Nov 83
NOTE- 28p.; One of nine reports from the Statewise Legislative Symposium on Rural Development (1st, Albany, NY, October 5-7, 1983). For the other reports from this Symposium, see RC 015 005-013.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)
DESCRIPTORS- Costs; Local Issues; Long Range Planning; Maintenance; Needs Assessment; Objectives; Policy Formation; Problems; *Public Policy; Road Construction; Rural Areas; *Rural Development; *Rural Urban Differences; State Surveys; *Statewide Planning; Tables (Data); *Transportation; *Trend Analysis
IDENTIFIERS- Goal Setting; *New York

The report catalogs strengths, defines problems, and establishes goals for the next two decades for rural New York in the area of transportation. Describing where rural New York is today, section one lists 12 trends, 8 strengths, and 16 weaknesses affecting transporation. Trends include increased rural population inflow and demands on local planners, switch in road emphasis from building to maintenance, and growth of regional transportation hubs and markets. Strengths include extensive road networks, rail lines, waterways, ports, airports, and terminal facilities; responsive maintenance forces; and accountable systems of local government. Problems include overdevelopment, use of obsolete technologies, inappropriate funding mechanisms, and absence of rural input in decision making. Section two presents 13 goals, including training local officials to make wise use of transportation funds, making railroads profitable, enforcing weight limits, and encouraging use of inland water systems. Section three outlines public policy questions including incompatibility of federal, state, and local regulations and replacement of disappearing federal transportation funds. A summary statement, list of workshop participants, and appended data showing cost of road neglect, means of transportation and travel time to work, and vehicles per household complete the report. (NEC)

ED 250 125 RC 015 007

Rural Business, Economic Development, and Employment in New York State: A Preliminary Report.
New York State Legislative Commission on Rural Resources, Albany.

Nicholson, Ronald; And Others
U.S. Aid to Education in Paraguay: The Rural Education Development Project. A.I.D. Project Impact Evaluation Report No. 46.
Agency for International Development (IDCA), Washington, DC.
PUB DATE- Jun 83
NOTE- 116p.
AVAILABLE FROM- Editor of ARDA, S&T/DIU/DI, Bureau for Science and Technology, Agency for International Development, Washington, D.C. 20523. Identification No. PN-AAL-017.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Administrative Change; Change Strategies; Community Control; Curriculum Development; Developing Nations; *Educational Change; Educational Facilities Planning; Educational Objectives; *Education Service Centers; Elementary Education; Financial Support; Foreign Countries; International Programs; Policy Formation; *Program Evaluation; Public Schools; *Regional Schools; *Rural Education; School Community Relationship; Secondary Education; Systems Approach; Teacher Education; Technical Assistance
IDENTIFIERS- Agency for International Development; Impact Studies; *Paraguay; Rural Education Development Project (Paraguay)

Between 1970 and 1976, with continued funding and personnel support from the Agency for International Development (AID), Paraguay instituted major rural educational reforms encompassing curriculum revision, teacher training and retraining, training of administrators and supervisors, new school construction, and provision of teaching materials and textbooks. Additional Regional Education Centers (RECs) were established to serve 120 primary schools enrolling approximately 160,000 students (1/3 of the total school population), two teacher training schools were planned, and 480,000 textbooks were provided to 4th, 5th, and 6th grade students. Curriculum revision at the primary level was accompanied by additional teacher training to facilitate a multisensory approach through individualized and practical learning activities. The new secondary curricula emphasized relevance, group learning, library usage, and development of critical thinking ability. Program impacts have included increased student access and retention and improved achievement. Lack of support from the government of Paraguay and dependence on donor funding continue to characterize the educational system. Six appendices present AID program features, list U.S. and Paraguayan personnel and facilities, and provide supporting tabular data. (MM)

paragraphing and implicit information illustrates the method used. It is concluded that the technique relieves the language teacher of trying to teach what he does not know, and in this case resulted in an exceptionally good teaching situation despite some initial nervousness. (MSE)

ED 249 766 FL 014 489

Drobnic, Karl
Teaching Conceptual Paragraphs in EST Courses: A Practical Technique.
PUB DATE- 78
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Engineering Education; Foreign Students; Graduate Study; Higher Education; Nuclear Technology; *Paragraph Composition; Reading Comprehension; Second Language Instruction; *Writing Instruction
IDENTIFIERS- *English for Science and Technology; Oregon State University

One portion of a course in English for Science and Technology (EST) designed for foreign nuclear engineers studying at Oregon State University dealt with the conceptual paragraph, considered a basic unit of discourse in EST. The conceptual paragraph is defined as a group of rhetorically related concepts developing a generalization to form a coherent and complete unit of discourse and consisting of one or more traditional physical paragraphs. Central to this construction is a core generalization from which the rest of the paragraph develops. The classroom implementation of this course was affected by two issues occurring frequently in EST instruction: the potential or presumed conflict of scientific content with humanities-based instruction, and the problem of selecting conceptually appropriate teaching materials. The materials for this portion of the course came from a government nuclear text and was used intact for this advanced level course. The lesson in conceptual paragraphing consists of a reading, discussion and analysis questions, exercises in definition, and a flowchart used by students to map out the development of a single concept through three physical paragraphs, a familiar process for the scientist students that aided them in grasping the conceptual unity of the text. (MSE)

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Language; *Difficulty Level; *Grammar; *Language Acquisition; Learning Processes; *Learning Theories; Mathematical Formulas; Models
IDENTIFIERS- *Learnability Theory

Learnability theory involves the construction of formal mathematical proofs whose goal is to demonstrate how the child can successfully induce a mature grammar. An empirically adequate learnability proof constitutes a detailed hypothesis concerning the boundary conditions within which acquisition proceeds and can provide a general framework for developmental accounts of specific aspects of language acquisition. A central difficulty in constructing a feasible learnability proof for natural languages is that the child's language input is strictly limited. One line of inquiry has been concerned with demonstrating how transformational grammars might in principle be learned, given strict constraints on the complexity of available input. Degree 1 learnability involves learning from constructions with one level of embedding, less complex constructions than have been used for Degree 2 learnability proofs. The Degree 1 proof avoids some of the serious problems encountered in Degree 2 proofs, and in the result outlined it is shown that in the acquisition of complex grammars such as those of natural languages, the required complexity of input can be reduced and constraints on possible grammatical hypotheses can simultaneously be relaxed if the input available to the language learner is rich in structural information. (Author/MSE)

ED 249 781 FL 014 607

Marchman, Virginia A.
Learning Not to Overgeneralize.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Sep 84
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 23, p90-97 Sep 1984.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Concept Formation; *Form Classes (Languages); *Generalization; Grammar; *Language Acquisition;

NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Form Classes (Languages); *Grammar; *Linguistic Theory; *Second Language Instruction; *Tenses (Grammar)
IDENTIFIERS- *Modal Auxiliary Verbs

A theory introduced by Ronald Langacker is used to analyze the English modal auxiliary verb system. The theory synthesizes generative semantics and notions from cognitive psychology, and posits a close link between form and meaning and denies the existence of autonomous syntactic and semantic components in linguistic structure. The intent of the analysis is to: (1) create a framework for making sense of apparent inconsistencies between the forms of English modals and their meanings and uses, especially the relationship between the historical present (e.g., "may") and past (e.g., "might") tenses of the auxiliaries; and (2) to illustrate how semantically based theories of language structure can be of value to teachers of English as a second language (ESL) and language teachers in general in ways that purely syntactic theories can not. Four major points emerging from the analysis that might be useful to ESL teachers are summarized, and some possible classroom presentations of the information are suggested. (MSE)

ED 249 795 FL 014 623

Strauss, Wendy; Knafle, June D.
Reading Comprehension in Bilingual Students with the Aid of Taped Stories.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiotape Recordings; *Bilingual Students; Elementary Secondary Education; *English (Second Language); *Reading Comprehension; *Reading Instruction; Spanish
IDENTIFIERS- Illinois (Chicago)

A study of the use of audiotape support for enhancing reading comprehension in nine Spanish-English bilingual fifth through

City to provide further ideas and assistance. (MSE)

ED 249 809 FL 014 638

Shaw, A. M.; Emilsson, Elin
Negotiation, Strategies, and Whose Fault Was It Anyway?
PUB DATE- Oct 84
NOTE- 10p.; This paper was presented at a workshop at the Conference of Mexico Teachers of English to Speakers of Other Languages (Mexico City, Mexico, June 9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); Conflict Resolution; *Curriculum Development; Decision Making; Educational Objectives; *Educational Strategies; *English (Second Language); Learning Processes; *Second Language Instruction; Student Attitudes; *Student Participation; Teacher Role
IDENTIFIERS- *Negotiation Processes

Negotiation can be used systematically in a communicative language teaching methodology that allows students to participate in decisions about what to learn, in what order, and how to adjust the learning process and materials to their own learning styles and particular problems. The teacher's role becomes that of manager or informant-model. Even in curricula that are rigidly prescribed there is room for negotiation, which can include any of these elements: exploring students' needs and wishes, discussing objectives, varying the order of objectives, discussing and seeking solutions to student problems with specific types of curriculum elements, discussing classroom organization, and discussing approaches to an activity. Negotiation can be preparatory, reflective, or spontaneous, and it is accomplished by cooperation, not confrontation. A classroom decision-making procedure should be agreed upon and majority opinions respected within that framework. Some techniques for using negotiation include a workshop at the semester beginning to bring about changes in student attitudes, use of a student spokesman to represent the class in communicating with the teacher, small group discussions of problems, and discussion based on teacher's notes of student problems. Pitfalls include student overzealousness, unreasonably high student expectation, individual student domination of the process, and teacher

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Rank (Professional); College Administration; *College Faculty; Costs; Employment Practices; *Financial Policy; Higher Education; Money Management; *Personnel Policy; *Teacher Salaries

Internal determinants of college faculty salary levels are discussed. It is argued that the task of maintaining faculty compensation at an adequate level is affected considerably by the nature of the faculty personnel systems, particularly the system of faculty rank and its relationship to pay. The basic dilemma lies in the way the faculty is structured and in the relationship of that structure to salary costs. Salaries at colleges and universities cannot be explained or controlled by the concept of position. Individuals typically double their salary and their cost to the institution while occupying the same position and carrying out the same primary duties. Colleges depend heavily upon turnover savings to fund salary increases for continuing faculty. However, major turnover savings cannot be induced because the majority of faculty are tenured. The relative salaries of individuals and much of the eventual total costs of the institution are determined far more by decentralized reviews and recommendations than by centralized control of costs. Fringe benefits and increases in the mandatory retirement age, account for almost half of the loss of real earnings reported for 1967-1981. It is also suggested that American higher education pays a sizeable price for its entrepreneurial and expansionist tendencies, and for its failure to present a convincing case for the economic advancement of the profession. (SW)

ED 249 824 HE 017 669

Ruskus, Joan A.; Solmon, Lewis C.
Comparative Analysis of College Freshmen by Major Field of Study: A Changing Profile.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Apr 84
NOTE- 89p.; Paper presented at the Annual Meeting of the American

and 50 senior University of Wisconsin-Milwaukee occupational therapy students and 55 clinical faculty. Responses were tallied by summing the scores for each item on the scale for each group. The resulting scores were used to assign the items to one of five response categories. Numerical values for the five categories of response were determined by multiplying the number of respondents in each group by each of the five numbers of the interval scale. Items that were scored in the favorable or above range by either students or clinical faculty were included in the final list of guidelines for feedback. Findings indicate that students valued and were willing to use feedback. Clinical faculty also wanted students to receive and use feedback. The study questionnaire is appended. (Author/SW)

ED 249 838 HE 017 724

Reeling, Glenn E.; And Others
Factors Associated with the Academic Performance of Marginal Students in an Urban College Setting.
Jersey City State Coll., N.J.
PUB DATE- Aug 84
NOTE- 113p.
AVAILABLE FROM- Jersey City State College, Jersey City, NJ 07305.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; *College Students; Educational Background; Higher Education; *High Risk Students; Institutional Research; Questionnaires; State Colleges; *Student Attitudes; *Student Characteristics; Student College Relationship; Success; *Urban Areas
IDENTIFIERS- *Jersey City State College NJ

Factors that might enable students with minimal basic skills deficiencies to succeed at Jersey City State College (JCSC) were studied. On the basis of students' performance on the New Jersey Basic Skills Placement Test, it was possible to identify those students with minimal skills deficiencies in English, mathematics, and reading. Data were obtained from student records, student and faculty questionnaires, and semi-structured interviews with students and faculty. Nine factors were identified that distinguished JCSC students from students enrolled in other public New Jersey colleges and universities. Teachers' opinions about the

University, and the University of Wisconsin-Madison. A 27-item annotated bibliography is included. (SW)

ED 249 851 HE 017 737

Braman, Sandra; Cleveland, Harlan

The Costs and Benefits of Openness: Sunshine Laws and Higher Education.

Minnesota Univ., Minneapolis. Hubert H. Humphrey Inst. of Public Affairs.

SPONS. AGENCY- Association of Governing Boards of Universities and Colleges, Washington, D.C.

PUB DATE- Sep 84

NOTE- 78p.; Small print on one chart may affect legibility.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- Administrator Selection; *Citizen Participation; *College Administration; Court Litigation; Governance; Higher Education; *Meetings; *Participative Decision Making; *School Community Relationship; *State Legislation; State Surveys

IDENTIFIERS- Openness; *Sunshine Laws

The way that "open meeting laws" are working in the governance of U.S. higher education is discussed, based on a study of sunshine laws of 50 states and a survey of case law and attorneys' opinions. In-depth interviews were also conducted with individuals from six states identified as representing a range of openness. From most open to least open, the states were Florida, Montana, Minnesota, Iowa, Texas, and Pennsylvania. Information is provided on the purpose of sunshine laws, defining breadth of coverage of the law, defining a "meeting" covered by the law, exemptions, and rules for executive sessions. The atmosphere of college governance since the advent of sunshine laws is also considered. Benefits of openness are discussed, including public participation in decision making and reduction of some types of procedural problems. Nine costs of openness are shown to have negative effects on individual privacy and institutional operation. Twenty-three characteristics of openness are defined, and a chart indicates the characteristics of each of the 50 states. Additional information is provided on: criteria for determining which agencies are covered by sunshine laws, the number of people that constitute a meeting as defined by each state, and specific sanctions for violation of sunshine laws

Hanisch, Thor Einar; Vollmann, Wolfgang, Ed.
Interdisciplinarity in Higher Education.
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
PUB DATE- 83
NOTE- 107p.; A study conducted following a symposium of the European Centre for Higher Education (Bucharest, Romania, November 1983).
AVAILABLE FROM- European Centre for Higher Education, UNESCO-CEPES, 39, Stirbel Voda St., R-70732, Bucharest, Romania.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College Instruction; Foreign Countries; Higher Education; *Interdisciplinary Approach; *Research
IDENTIFIERS- Bielefeld Centre for Interdisciplinary Research; Danish Universities Centres; Evergreen State College WA; Linkoping University (Sweden); Norwegian Regional Colleges; Pennsylvania State University; University of California Santa Cruz; University of Sussex (England); University of Wisconsin Green Bay

The advantages of an interdisciplinary approach to college instruction and research are examined, based in part on a 1983 symposium of the European Centre for Higher Education. Six case studies are also presented. It is noted that interdisciplinarity opens up possibilities of exchange between individual disciplines and encourages the development of interdisciplinary methodological concepts and models of explication. Interdisciplinary research intensifies specialized research and offers models of synthesis that are of central importance not only to the sciences, but also to the development of practice-related orientations for action. Interdisciplinary research is also important in solving problems in society. The following practical cases of interdisciplinary study and research are described: The Norwegian Regional Colleges, the Danish Universities Centres, the Linkoping University, the Bielefeld Centre for Interdisciplinary Research (Western Germany), the University of Sussex, the University of Wisconsin at Green Bay, University of California at Santa Cruz, Evergreen State College, and the Pennsylvania State University. It is recommended that UNESCO disseminate information to promote adoption of interdisciplinary study and research. (SW)

ED 249 865 HE 017 756

DESCRIPTORS- *Academic Advising; Adult Students; Athletes; Career Planning; College Freshmen; Computer Oriented Programs; Counselor Evaluation; Counselor Training; *Faculty Advisers; Females; Higher Education; Minority Groups; Nontraditional Students; Professional Development; School Holding Power; Student Development; *Student Personnel Services; *Student Personnel Workers
IDENTIFIERS- Computer Assisted Counseling

Proceedings of the 1983 Conference of the National Academic Advising Association are presented. Contents include five general session papers that focus on the current roles played by academic advisers and future roles over the next decade. Summaries are also presented of 9 pre-conference workshops, 6 in-conference workshops and special sessions, 6 topical seminars, 5 focus sessions, 9 roundtable discussions, and 56 paper sessions. Titles and authors of the general session papers are as follows: "Perspectives on a Changing Agenda for Higher Education" (K. Patricia Cross); "Increasing Student Learning and Retention: The Best Case for Academic Advising" (Lee Noel); "Quality and Quantity Issues in Academic Advising of Minority Students" (Silas Purnell); "Exploring the Ecology of the Academic Advising Rain Forest: Testing Assumptions and Taking Risks" (Charles C. Schroeder); and "Guiding the Student Toward Becoming an Independent Learner" (Marcia Mentkowski). Additional topics include: developmental theory and student development; adviser training, time management for academic advisers, computer-assisted advising; career planning, and faculty as advisers. Appendices include a list of program chairs, with addresses, and a list of all presenters. (SW)

ED 249 879 HE 017 780

Students Abroad: A Guide for Selecting a Foreign Education.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; National Association for Foreign Student Affairs, Washington, DC. Field Service Program.
SPONS. AGENCY- International Communication Agency, Washington, D.C.
PUB DATE- Feb 79
NOTE- 23p.
AVAILABLE FROM- NAFSA Central Office, 1860 19th St., Washington, D.C. 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

Education; *Theological Education; Vocational Education
IDENTIFIERS- *Foreign Educational Credentials; *Italy

The educational system of Italy is described, and placement recommendations concerning students who want to study in the United States are presented. After a description of preschool, elementary, and middle school education, the different types of upper-secondary education system are considered (i.e., the lyceums, teacher training, and technical instruction). Vocational studies and adult education are also discussed, along with art and music education, nursing education, and seminary and Vatican education. The universities, university institutes, and polytechnics are covered, as are the Post-Laurea diploma programs, the higher institutes of physical education, and the "special aim" schools. Guidelines for U.S. admissions officials cover: the availability of credentials, experimentation and evolution in Italian education, grading in the secondary schools, and articulation between school and university. The placement recommendations concern: primary and secondary levels, art and music education, higher education, nursing education, and Vatican and seminary education. Information is included on: proposed reforms of Italian education; Italian universities' enrollments, library collections, student/teacher ratios, and library collections; special aim schools; military academies; and the nine types of technical institutes. (SW)

ED 249 891 HE 017 793

Phelps, M. Overton
Japan: A Guide to the Academic Placement of Students from Japan in Educational Institutions of the United States.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 76
NOTE- 43p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. Out of print. For other titles in this series, see HE 017 786.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accrediting Agencies; Articulation (Education); *College

professional degree programs in dentistry, medicine, pharmacy, veterinary medicine, nursing, dental assisting/hygenics, dietetics, hospital administration, optometry, pharmacy, social work, laboratory technology, and physical/occupational therapy. Placement recommendations are provided for university programs in 21 fields, including agriculture, art, business administration and commerce, engineering, forestry, law, library science, music, social work, and theology. Profiles of 10 Swiss universities are also provided. A list of private Swiss schools offering British, Canadian, and/or U.S. curricula is appended, along with a list of federally-recognized Swiss academic upper secondary schools. Also appended are the German, French, and Italian designations of primary and secondary programs. (SW)

ED 249 902 HE 017 805

Johnson, J. K. .

Thailand: A Study of the Educational System of Thailand and a Guide to the Academic Placement of Students from Thailand in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.

PUB DATE- 78

NOTE- 131p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 786.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Articulation (Education); College Admission; Degrees (Academic); *Elementary Secondary Education; Foreign Countries; *Foreign Students; Grading; *Higher Education; International Educational Exchange; Medical Education; Military Schools; Nursing Education; Private Colleges; Public Education; Records (Forms); School Organization; State Colleges; *Student Placement; Study

Information Needs; *Student Needs; *Undergraduate Students

The roles of the adviser of undergraduate students are discussed. To orient the student to the department, pamphlets can be prepared to answer some of the student's basic questions. Considering academic schedules are an important function of the undergraduate adviser, who reviews course options and directions with the student. The student should be provided an opportunity to indicate changes in interests that have occurred since the previous meeting. The student's file should contain at least general ideas about postgraduation plans and a flexible time outline of preparation. Another advising function is career counseling. The departmental adviser should become familiar with special career counseling services available on the campus to which students should be referred for information on dates of required entrance examinations and application procedures. Communication with colleagues should be maintained to keep informed about those who have special knowledge on specific fields. Finally, the adviser may function in the role of a surrogate parent with some advisees, although the extent of responsibility should be clear to the adviser. Appended is a list of sample support course groups giving general suggestions on courses that should be taken by pre-law and pre-health sciences students. (SW)

ED 249 916 HE 017 828

The Admissions Strategist: Recruiting in the 1980s.

College Entrance Examination Board, New York, N.Y.

PUB DATE- 84
NOTE- 74p.
AVAILABLE FROM- The College Board, 888 Seventh Avenue, New York, NY 10106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Admission; *College Choice; *Computer Oriented Programs; Consultants; Higher Education; Information Needs; *Institutional Research; *Marketing; Prediction; Publicity; Questionnaires; State Universities; Student Attitudes; *Student Recruitment
IDENTIFIERS- Direct Mail Advertising; Phonathons

Proven market/institutional research techniques and technological

Kurland, D. Midian
Educational Software Tools: Designing a Text Editor for Children. Technical Report No. 8.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- Apr 83
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 11-15, 1983). For related document, see IR 011 340.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Design Requirements; Educational Research; *Elementary Education; *Instructional Design; Instructional Materials; *Material Development; *Word Processing

An overview of the research and design process that led to the creation of the Bank Street word processing program for children is reported. The decision to create a word processor for the classroom was based on the findings that commercially available programs took too long to learn, required the memorization of too many commands or rules, had difficult-to-read screen displays, and made editing so clumsy that the whole point of using the word processor to revise text was lost. The design team established a set of design principles: no control commands would be used; there would be comprehensive screen prompts; the display would allow upper and lower case letters; and no hardware modifications or additions would be needed in order for the program to run on a typical school computer system. Functions that the program would and would not need to carry out were identified. The design of the program serves as a starting point for a general discussion of desirable features and design characteristics for good educational software. Specific points covered include how to design educational tools and the features these tools and their manuals should have. (Author/THC)

ED 249 929 IR 011 353

Kurland, D. Midian; Pea, Roy D.
Children's Mental Models of Recursive Logo Programs. Technical Report No. 10.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

from the beginning, however, there has been pressure to integrate the micro with a more powerful host facility. There are both technical and political problems in such arrangements, including the resistance of the computer "establishment" to encroachment upon their domain by this small but potentially dangerous intruder. While it seems evident that the microcomputer will soon rival its larger progenitor in sheer computing power, thus fulfilling some systems managers' nightmares, the varying needs and capabilities of computer users will ensure the need for central computing facilities at least for the immediate future. Two case studies of microcomputer integration at Brown University and Carnegie Mellon, while still under development, provide solid evidence of serious efforts to integrate mainframe, mini, and microcomputers, while preserving the advantages of each. Six references are listed, as well as three sources that discuss the arguments for microcomputers versus big computers. (Author/LMM)

ED 249 943 IR 011 385

Adhikarya, Ronny; Colle, Royal D.
Reaching Out: The Role of Audio Cassette Communication in Rural Development. Occasional Paper 19.
Asian Mass Communication Research and Information Centre, Singapore.
REPORT NO.- ISBN-9971-905-07-8
PUB DATE- 83
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Audio Equipment; *Audiotape Cassettes; Case Studies; Costs; Developing Nations; Instructional Materials; Intermode Differences; *Production Techniques; *Program Descriptions; *Rural Development; Teaching Methods
IDENTIFIERS- Afghanistan; Ecuador; Guatemala; Kenya

This report describes the state-of-the-art of audio cassette technology (ACT) and reports findings from field tests, case studies, and pilot projects in several countries which demonstrate the potential of audio cassettes as a medium for communicating with rural people. Specific guidance is also offered on how a project can use cassettes as a communication or teaching tool. The changing concept of development is discussed as well as major communication problems in rural development. The problems of rural development

ED 249 956 IR 011 400

Elias, Maurice
Affective Television in the Special Education Environment: The Use of "Inside/Out" with Learning Disabled and Emotionally Handicapped Boys. Research Report 66.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Oct 78
NOTE- 33p.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affective Behavior; *Educational Television; Elementary Secondary Education; *Emotional Disturbances; Program Evaluation; *Programing (Broadcast); Prosocial Behavior; Social Adjustment; Special Education
IDENTIFIERS- *Inside Out (Television Series)

A model affective education program was conducted for 109 boys, aged 7 to 15, with special education needs and social and emotional difficulties. Ten programs from the "Inside/Out" series were used at twice a week showings for five weeks and discussions followed each presentation. The program was designed to increase children's ability to cope with problematic situations, develop greater confidence in their social abilities, and increase their willingness to devote their energies to academic learning. Evaluation consisted of a pre-test, post-test, and a follow-up. Data were collected from the children and their peers, teachers, classroom aides, and child care counselors. Considerable evidence was found for the effectiveness and usefulness of the project as the experimental children showed improved self-confidence, greater faith in their ability to influence the outcome of situations in which they were involved, and better emotional control. Their peers rated them as more popular and more sociable. After two months, gains in emotional control, social approach behavior, and personality functioning had been maintained, and benefits had spread to both in-school learning behavior and out-of-school social behavior. (LMM)

ED 249 957 IR 011 401

High Schools; Needs Assessment; Questionnaires; School Surveys; Tables (Data); *Teaching Methods; Use Studies

A national survey of 1,320 arts teachers and 165 supervisors was undertaken to assist in identifying content areas and developing content objectives for an instructional television series on visual art, music, drama, and dance for students in grades 6 through 9. The objectives of the survey were to assess teaching practices in arts education in the schools, to examine the use of materials by arts education teachers, to identify the current level of classroom television in arts education, and to assess the potential for new audiovisual materials for grades 6 through 9. Numerous tables display survey findings. The survey instruments for teachers and supervisors and a discussion of the survey methodology are appended. (Author/THC)

ED 249 970 IR 011 414

An Analysis of Films on the U.S. Constitution. Research Report 85.

Agency for Instructional Television, Bloomington, Ind.

PUB DATE- Sep 81

NOTE- 22p.; For other reports in this series, see IR 011 413-419.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- *Audiovisual Aids; *Educational Quality; *Instructional Films; Needs Assessment; Research Methodology; Secondary Education; United States History

IDENTIFIERS- *United States Constitution

The purpose of this review was to assess the scope and quality of existing audiovisual materials on the United States Constitution available for use in secondary grades 7 to 12. A panel of six educators reviewed 87 audiovisual programs and found that the scope of coverage emphasizes 2 major areas: major principles of the Constitution and appraisal of the Constitution. Other categories of content not covered by many programs include: the concept of law, creating the Constitution, frames of government that influenced the Constitution, content of the Constitution, means of Constitutional change, and Constitutional themes and issues in U.S. history. Procedures for locating materials, developing an assessment instrument, and rating the programs are discussed. This review is

ED 249 984 IR 011 428

A Program Evaluation Concept and Methodology--The Video Storyboard: An Evaluation of "The Public Library." The Essential Learning Skills Television Project: Research Report.

Agency for Instructional Television, Bloomington, Ind.

PUB DATE- May 77

NOTE- 35p.; Portions of appendices may be marginally legible due to poor type quality. For related documents, see IR 011 420-427.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Educational Television; *Evaluation Methods; *Formative Evaluation; Intermediate Grades; *Library Skills; Media Research; Production Techniques; Programing (Broadcast); *Slides; Videotape Recordings

A 10-minute videotape program that reviews library skills was evaluated with 8 fifth and sixth grade classes in the St. Louis area to determine both the effectiveness of the program itself and the method of formative program evaluation. The program used videotaped slides to present program ideas. Questions focused on whether students who viewed the tape improved in the specific library skills presented, the level of sophistication of fifth and sixth graders as library users, their library experience, whether they liked the videotaped slide sequence, and whether students perform library tasks differently in groups than individually. Results of both pre- and post-testing and testing without exposure to the program indicated that the review of library skills provided in the videotape did not serve to raise student's scores on written tests of library skills. The research methodology was determined to be both economical and fruitful for formative evaluation. The production approach using slide to tape was liked by most students, but a number of questions concerning its efficacy remain. (Author/LMM)

ED 249 985 IR 050 662

Online-Recherchen. Report UBTUW-84-007 (Requirements for a Microcomputer with Graphic Capabilities for Online Searching).
Technische Univ., Vienna (Austria). Universitatsbibliothek.
REPORT NO.- ISBN-3-85448-005-9
PUB DATE- Aug 84
NOTE- 28p.
LANGUAGE- German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Libraries; Computer Software; Computer Storage Devices; *Evaluation Criteria; Foreign Countries; Higher Education; *Information Retrieval; Input Output Devices; *Library Material Selection; *Microcomputers; *Online Systems; Telecommunications
IDENTIFIERS- Austria (Vienna); Selection Tools; Tektronix Graphic Terminals

This paper is primarily an annotated listing of criteria for selection of a microcomputer to be used for online information retrieval. The paper was used by the University Library of the Technische Universitat Wien (Vienna, Austria) while preparing to contact computer dealers and to inform them about the library's needs in this specialized area of operation. The paper has two parts: a short list of system requirements and an extensive description of criteria and necessary features. Compatibility with the Plot 10 graphics of Tektronix is emphasized because the computer is to be used in part for searching the chemical structure systems (DARC, CAS ONLINE). The requirements for a printer and an external mass storage medium (floppy disk, Winchester hard disk) are also discussed. Considerations concerning software and telecommunications are included. (Author/THC)

ED 250 000 IR 050 869

Oberhauser, O.
Die Offnungszieten der Hauptbibliothek der tu Wien im Urteil der Bibliotheksbenutzer. Report UBTUW-84-006 (The Opening Hours of the Main Library of the Technischen Universitat Wien as Seen by the Library Users).
Technische Univ., Vienna (Austria). Universitatsbibliothek.
REPORT NO.- ISBN-3-85448-004-0
PUB DATE- Jul 84
NOTE- 52p.
LANGUAGE- German

materials, and government publications and report literature. (THC)

ED 250 014 IR 050 885

Vavrek, Bernard, Ed.; Whitney, Loralyn, Ed.
Trends in Humanities Programming.
Clarion State Coll., Pa.
PUB DATE- 1 Sep 84
NOTE- 74p.; Reproducibility may be limited due to the use of colored paper throughout the original document.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- Federal Aid; *Grants; *Humanities; *Program Descriptions; *Public Libraries; *Rural Areas; State Aid
IDENTIFIERS- *National Endowment for the Humanities

Proceedings from this workshop sponsored by the Center for the Study of Rural Librarianship are intended to disseminate information to assist rural librarians engaged in planning and conducting public programs that explore issues related to the humanities. This report of the proceedings includes the texts of three presented papers, reactions from three panel members, and their responses to questions from the audience. In "The Changes in Rural America," Daryl Heasley and Deborah Bray Preston discuss selected changes in the rural countryside which help to explain the current rural phenomenon. Among the factors considered are population turnaround, economic growth, social progress indicators, and public services. Thomas Phelps of the National Endowment for the Humanities (NEH) looks at "The Future of NEH Programming." This paper includes a description of NEH's divisions, their missions, and the programs they handle; a discussion of some recently funded proposals which demonstrate successful projects in rural areas; and an outline of the NEH proposal review process. "Current Trends in Humanities Programming," by Richard Cheski, examines trends and briefly describes many state-based programs that have been funded by the NEH Division of State Programs in smaller public libraries. (THC)

O'Mahony, Rosalie M.; Jackson, James L.
Some Reasons for a Need to Change the Approach to Trigonometry Instruction and a Proposal for Change.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Mathematics; Community Colleges; *Course Content; Course Descriptions; Instructional Design; *Instructional Improvement; Lecture Method; *Mathematics Instruction; *Trigonometry; *Tutorial Programs; Two Year Colleges
IDENTIFIERS- College of San Mateo CA

Arguing that high attrition rates and low grades in trigonometry classes underscore the need for changes in the approach to trigonometry instruction, these papers suggest an instructional model and present a proposal for its adoption at the College of San Mateo (CSM). The first paper begins with the argument that students' lack of preparation for the study of trigonometry makes a math lab approach, combined with a regular lecture series, an appropriate way to reinforce math experiences through exercises. Next, a proposed four-unit course, comprising two distinct half-semester, two-unit courses, is described in terms of its format, objectives, instructional techniques, and emphases. Then, the paper outlines the major differences between the proposed class and current procedures, focusing on mandatory lab attendance, tutorial staff roles, diagnostic testing, and blocking out the same hour every day of the week for the class. Appendices provide a longitudinal look at CSM trig enrollments, and a curriculum guide and schedule for the proposed trigonometry class. The second paper presents a proposal for adopting the four-unit course with three lecture hours and two hours of problem solving per week at CSM. A rationale for restructuring trigonometry at CSM is followed by a discussion of course format, an explanation of the functions of the lecture and problem-solving sessions, and an analysis of the effects of the proposal on personnel. Finally, a paper is presented examining the math deficiencies of trigonometry students. (LAL)

ED 250 028 JC 840 554

Hajian, Harry G.

Improving Community College Evaluation and Planning: Project Working Paper Number Ten.

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 82

NOTE- 91p.; For related documents, see JC 840 576-584.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Community Colleges; *Educational Benefits; *Evaluation Methods; *Followup Studies; *Institutional Evaluation; Literature Reviews; *Outcomes of Education; Program Evaluation; *Research Utilization; Two Year Colleges

One of a series of papers developed as part of a project to improve planning and evaluation in community colleges, this working paper discusses the outcomes approach to evaluation in higher education and describes current projects utilizing outcomes measures in community colleges. Section I defines the outcomes approach as an analysis of the end products of organizational activities, cites prior attempts to create models and concepts for outcomes research in higher education, and presents an outcomes typology that categorizes research and writing. Section II discusses the relationship of outcomes evaluation to community and junior colleges and describes different types of learner outcomes (i.e., concrete learner outcomes such as transfer, degree attainment, and employment and income; abstract learner outcomes such as cognitive and affective development; and social learner outcomes such as benefits to the local community and to society at large). Section III reviews the ways in which the outcomes evaluation approach is currently being used in the evaluation and operation of postsecondary institutions, focusing on the standardized testing and measurement of outcomes, attempts to refine the concept of outcomes in postsecondary education, and the use of the approach in institutional management and the creation of funding formulas. Finally, the last section summarizes the current issues in outcomes evaluation. (HB)

ED 250 042 JC 840 579

State Surveys; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

This report presents the results from the fall 1983 salary survey of the Illinois public community colleges. Data are provided on faculty and administrative salaries for fiscal year (FY) 1984; FY 1984 base salaries for full-time faculty on 9- and 12-month contracts; faculty overload and summer rates; average part-time faculty salary rates per course credit hour; salaries for full-time faculty with master's degrees; institutional policies related to faculty salaries and faculty contracts; 1984 contractual base salaries for other professional staff on 9- and 12-month contracts; base salaries for administrative staff; salaries paid to selected administrators; FY 1984 monthly classified staff salaries; low, high, and average monthly salaries for specified classified staff; a comparison of monthly salaries of classified personnel; fringe benefits for full-time employees; and FY 1984 mean percentage salary increases for faculty, professional, administrative, and classified staff. Highlighted survey findings include the following: (1) the average salary for faculty with 9-month contracts was $27,182 and for those on 12-month contracts was $24,407; (2) part-time faculty salary rates averaged $269 per course during the fall 1983 term; (3) the average administrator salary for FY 1984 was $33,173; and (4) the statewide average cost of fringe benefits for full-time faculty was $3,038. (HB)

ED 250 055 JC 840 600

Data and Characteristics of the Illinois Public Community College System.
Illinois Community Coll. Board, Springfield.
PUB DATE- Mar 84
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *College Faculty; *College Programs; *Community Colleges; Construction Programs; Educational Facilities; Educational Finance; *Enrollment; Financial Support; School Personnel; State Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

Data on the Illinois public community colleges, covering fiscal

ED 250 068 PS 014 616

Zimmerman, Marilyn P.

State of the Art in Early Childhood Music and Research.

PUB DATE- Jun 84
NOTE- 25p.; Paper presented at the Music in Early Childhood Conference (Provo, UT, June 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Auditory Discrimination; *Concept Formation; Conservation (Concept); *Infants; Literature Reviews; *Memory; *Music; Music Education; *Preschool Children; Preschool Education; Research Methodology; Vocal Music
IDENTIFIERS- Music Ability; *Piagetian Theory; Symbolic Thinking

This paper is mainly devoted to reviewing past research on music development. Some recommendations for future research on music development and for improving music education for preschool children are also included. The developmental theories of Jean Piaget are discussed in detail, with special attention being given to concepts important to research on music development (i.e., symbolic thinking, conservation, and reversibility of thought). The concepts of musical intelligence and musical memory are discussed along with four stages of artistic development, which correspond to the Piagetian stages of cognitive development, proposed by Dennie Wolf and Howard Gardner (1980). Research is summarized on aural awareness and on discrimination and memory of infants, toddlers, and young children. Studies which are reviewed because they are representative of the field include work by Heinz Werner (1917), the Pillsbury Foundation studies (1937-1948), research based on the concept of conservation, and Jeanne Bamberger's study of children's pictorial representation of rhythm sequences (1982). Finally, it is recommended that future research include both observational and experimental data, that there be more longitudinal studies, and that researchers use tasks that are not verbally oriented. It is also recommended that efforts be increased to make knowledge about young children's music development available to professional child caregivers. (CB)

Five day care centers in Mogadiscio, the capital city of Somalia, were studied to (1) identify problems encountered in teaching a course in child care; (2) observe teaching methods and assess their effectiveness; (3) ascertain reasons for the lack of preservice training for day care teachers; and (4) develop a new syllabus for a course in child care. A random sample of 35 teachers and four headmistresses completed questionnaires and participated in interviews; observations were made at the centers. In addition, the head of the Women's Education Service was interviewed. Chapter I provides background information about the study, while chapter II discusses data collection. Chapter III presents findings concerning a broad range of center characteristics. Chapter IV offers conclusions and recommendations concerning training, staffing, administration/supervision, food provision, school buildings, community work, health and sanitation, and equipment and educational materials. Also included in the report are illustrated descriptions of appropriate learning materials, the suggested syllabus for day care teacher training, various center record-keeping forms, and the questionnaire and interview questions used in the study. (RH)

ED 250 083 PS 014 658

Rarieya, Marie J.
Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 83
NOTE- 89p.; Document contains light type. Requirement for the Post Graduate Diploma in Curriculum Development, University of Nairobi.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Case Studies; *Curriculum Problems; *Educational Facilities; *Educational Quality; Educational Research; Foreign Countries; *Instructional Materials; Interviews; Kindergarten; Nursery Schools; Observation; *Preschool Education; Questionnaires; School Demography; *Teacher Education
IDENTIFIERS- *Distribution of Schools; Kenya (Kisumu)

self-esteem and countering effects of unemployment are pointed out. Also discussed are the way adolescents think about problems of adolescents, such as early pregnancy and drug abuse, and the relationship of low self-esteem and school absenteeism. Concluding remarks explore the topic of subcultures and adolescent identity. Included in the discussion is a brief description of the punk rock subcultures of Great Britain, Australia, and Los Angeles. (RH)

ED 250 097 PS 014 673

Phillips, Shelley

The Toddler and the Pre-Schooler. Unit for Child Studies. Selected Papers Number 29.

New South Wales Univ., Kensington (Australia). School of Education.

PUB DATE- 84

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Aggression; Altruism; Assertiveness; Association (Psychology); Childhood Needs; Classification; Cognitive Ability; *Cognitive Development; Concept Formation; Discipline; Empathy; Family Influence; Foreign Countries; Labeling (of Persons); *Language Acquisition; Motor Development; Parent Role; *Preschool Children; *Self Concept; *Social Behavior; *Toddlers

IDENTIFIERS- Australia (New South Wales); Individuation; Piagetian Theory; Reversibility; Symbolic Thinking; Transitivity

This description of toddlers and preschool children emphasizes how young children think and describes the development of self-concept. Language development and antisocial and prosocial behavior are also discussed. The exploration of children's thought processes begins with two principles: (1) Concepts originate in activity; and (2) Motor development enhances cognitive development. Subsequent discussion focuses on concepts of physical causation and object permanence; the development and nature of symbolic thought; methods of transferring information; reversibility, associating, and classification; preconceptual and intuitive thinking; and practical applications of research into the cognitive development of young children. Language is discussed in terms of the role of action in language development, the young child's understanding of words, egocentricity, and influences of the home environment. Social behavior is discussed with regard to aggression, altruism, and empathy. Discussion of self-concept development includes related to self-identification and self-esteem through the development of comparing and contrasting skills. In Section V, "All About Learning With Others," children learn the conventions for learning in a group while completing lessons in "ESL: Syntax" (English as a Second Language) and "SSL: Syntax" (Spanish as a Second Language). (MM)

ED 250 111 RC 014 692

Learning How to Learn. Preschool Curriculum.
San Ysidro School District, Calif.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Oct 83
NOTE- 124p.; For related documents, see RC 014 691-693.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auditory Training; *Bilingual Education Programs; *Classroom Techniques; Curriculum Guides; English; *Learning Strategies; Lesson Plans; Parent Rights; Phonics; *Preschool Curriculum; Preschool Education; Records (Forms); *Second Language Instruction; Skill Development; Spanish; Student Rights; Syntax; Teacher Rights; Units of Study
IDENTIFIERS- San Ysidro Elementary School District CA

This comprehensive replication model for a preschool bilingual education curriculum presents learning strategies in developed lesson plans encompassing English syntax, Spanish syntax, phono-visual skills, and auditory strand and content. Preceding the lesson plans the document provides a statement of educational philosophy composed of itemized lists of student, teacher, and parent rights and responsibilities; a curriculum design consisting of a Student Growth Chart and a Subject Growth Chart; and curriculum tasks accompanied by instructional hypotheses organized into three pedagogical formats (Open Structure, Contract, and Group). Also provided are daily a.m. and p.m. schedule forms, lists of outdoor and indoor choosing activities and art projects, and units of study for social living. The lesson plans for each subject area provide guidance to the teacher in organizing the class session as well as in teaching, testing, and reviewing the unit material. Itemized activities within the lesson units are accompanied by additional notes to assist the teacher in engaging

PUB DATE- 8 Dec 83
NOTE- 31p.; One of nine reports from the Statewise Legislative Symposium on Rural Development (1st, Albany, NY, October 5-7, 1983). For the other reports from this Symposium, see RC 015 006-013.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)
DESCRIPTORS- *Business; Community Development; Economic Change; *Economic Development; *Employment Opportunities; Employment Patterns; Human Resources; Industry; Long Range Planning; Objectives; Problems; Public Policy; Quality of Life; Rural Areas; *Rural Development; *Rural Environment; School Community Relationship; Statewide Planning; Tables (Data); *Trend Analysis
IDENTIFIERS- Goal Setting; *New York

The First Statewide Legislative Symposium on Rural Development assessed New York's rural business, economic development, and employment potential. Growth in the economic potential of communities, favorable quality of life, and geographic accessibility have supported a decade-long influx of new residents to New York's 44 rural counties. The state has experienced a shift from an industrial to a service-oriented employment base and a restructuring of public/private partnerships in which business, government, and educational institutions play decisive roles. The biggest problem faced by rural New York is a lack of information and coordinated use of facts and programs tailored to its unique requirements and opportunities. The chief goal should be to develop and implement a "Rural Quality of Life Strategy" that focuses on rural New York's human, natural, and community resources including access to financial and information resources, fertile soil and favorable topography, extensive road network, quality educational institutions, pervasive work ethic, and diverse economic structure. Key public policy issues include determining whether further growth and development is intrinsically "good" for rural New York and if institutions will respond to rural problems with appropriate policies, rather than by adopting urban-oriented solutions. Supporting graphs and outlines are appended to the report. (NEC)

ED 250 126 RC 015 008

Environment, Land Use, and Natural Resources in Rural New York: A Preliminary Report.

ED 250 139 RC 015 022

Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (9th, Bangkok, Thailand, March 20-26, 1984). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

PUB DATE- 84
NOTE- 185p.; For related document, see ED 238 617.
AVAILABLE FROM- UNIPUB, 205 East 42nd St., New York, NY 10017
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Agricultural Education; *Developing Nations; *Educational Development; Educational Innovation; *Educational Planning; *Educational Policy; Educational Technology; Elementary Secondary Education; Equal Education; Foreign Countries; Information Networks; International Programs; National Programs; Nonformal Education; Program Development; Program Evaluation; *Rural Development; *Rural Education; Science Education; Staff Development; Teacher Education; Trend Analysis
IDENTIFIERS- *Asian Programme of Educ Innovation for Development

The report of the Ninth Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (APEID) reviews activities and progress for 1982-83 in eight program areas: (1) universalization of education (access to education at first level by both formal and nonformal means), (2) promotion of scientific and technological competence and creativity, (3) education and work, (4) education and rural development, (5) education and urban development, (6) educational technology with stress on mass media and low cost instructional materials, (7) professional support services and training of educational personnel, and (8) cooperative studies, reflection, and research related to educational development and future orientations. Educational policy trends and significant developments are reported for each of the 20 APEID member countries: Afganistan, Australia; Bangladesh, China, India, Indonesia, Iran, Japan, Maldives, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Republic of Korea, Western Samoa, Viet Nam, Sri Lanka, Thailand, and Turkey. Guidelines of the 1984-86 work plan detail member countries' interest in APEID activities and identify suggestions on cooperative, innovative projects to be included in the plan. Appendices include conference agenda, texts

ED 249 767 FL 014 540

Ingram, D. E.
Using Proficiency Rating Scales with High School Foreign Language Learners.
PUB DATE- 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Australian Federation of Modern Language Teachers Associations (5th, Hobart, Australia, August 31-September 4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Foreign Countries; High School Students; *Language Proficiency; *Language Tests; Measurement Techniques; Program Development; *Rating Scales; Secondary Education; *Second Language Instruction; *Test Use
IDENTIFIERS- Australia

The use of language proficiency rating scales in Australian school language programs is discussed, focusing primarily on the Australian Second Language Proficiency Ratings (ASLPR), the only direct instrument developed in Australia that is in widespread use and that has been extensively tested. It is also the only one developed for use with a variety of languages (including English as a second language) and a variety of learner types, and also for measuring both general and special purpose proficiency. The appropriateness of the ASLPR at different program stages, the purposes for testing and the considerations in matching purposes with instruments, item selection, and the use of both rating scales and other direct and semidirect test instruments in program planning are examined. The particular problems of relating ratings to grades are considered, with special attention given to the use of goals and objectives in the development of general language proficiency and to their implications for testing. (MSE)

ED 249 768 FL 014 588

*Learning Processes; Tenses (Grammar); *Verbs; Young Children

This study investigates how children learn not to overgeneralize about grammatical forms and how to reformulate hypotheses about the grammar of their language even when receiving little or no explicit feedback. Two proposals were looked at: (1) input monitoring theory stating that certain overgeneralizations are eliminated from production because children do not hear them in the input, and (2) a perspective that views much of the impetus for linguistic reorganization as coming from within the child rather than through input. The degree to which each of these perspectives explains children's reformulation of erroneous hypotheses was examined with 35 native English speakers aged 3.9 to 9.8. The children were given one production and two grammaticality judgment tasks. In one of the judgment tasks, the children were asked to judge a verb form in a single sentence, and in the other they were asked to both find nonsensical concepts and judge verb grammaticality. Results gave further evidence that children eliminate errors by monitoring the discrepancy between their production and their experience or input. However, when the experimental situation was modified so children were required to process information about both form and content, children did not acquire language to match an adult standard. (MSE)

ED 249 782 FL 014 608

McClure, Erica; Blomeyer, Charlotte

The Effect of Differing Participant Structures on the Speech of Children Acquiring English as a Second Language.

Stanford Univ., Calif. Dept. of Linguistics.

PUB DATE- Sep 84

NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 23, p82-89 Sep 1984.

AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Children; Dialogs (Language); Discourse Analysis; *English (Second Language); Interpersonal Communication; *Language Proficiency; *Language Styles; Learning Processes; Narration; Peer Relationship; *Second Language Learning; Videotape Recordings

A study was undertaken to investigate the variation in the speech of child second language learners as a function of the different seventh grade public school students used two treatments for each subject: reading silently and reading silently with the support of an audiotape version of the story. A comprehension test followed each story, with each student being asked four literal and four interpretive questions. The results indicate a significant difference between the treatments, suggesting that for bilingual students, auditorily supported reading is a more effective means of enhancing comprehension than silent reading alone. The greatest effect was on literal comprehension, although both aspects of comprehension were improved. One secondary result was students' more positive attitude toward participating in supplementary reading activities and their expressed desire for more cassette tapes wih books. Further research on the effect of tapes on vocabulary development and on the effect of repeated readings on bilingual children's fluency is suggested. (MSE)

ED 249 796 FL 014 624

Huang, Xiao-hua
An Investigation of Learning Strategies in Oral Communication that Chinese EFL Learners in China Employ.
PUB DATE- Aug 84
NOTE- 165p.; Master's Thesis, Chinese University of Hong Kong.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Chinese; College Students; *English (Second Language); Foreign Countries; Higher Education; *Learning Strategies; *Oral Language; *Second Language Learning
IDENTIFIERS- *China

A study investigating the learning strategies in oral communication used by Chinese students of English as a second language in China consisted of identification of the general strategies and specific techniques for improving oral proficiency, and assessment of the effects of some of them on achievement. It also explored some learner characteristics believed to affect learning strategies and techniques. Sixty graduating English major students at Guangzhou Foreign Languages Institute completed a strategies questionnaire and were given an oral test designed to evaluate their communicative abilities. The ten highest and nine lowest achievers in oral communication, as determined by the oral measure, were interviewed to obtain more information about the learners.

misunderstanding of negotiation. (MSE)

ED 249 810 FL 014 639

Urdal, Pamela
"Trap Setting" in Didactic Materials.
PUB DATE- Oct 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Cognitive Processes; Educational Strategies; *Experiential Learning; *Instructional Materials; *Learning Theories; Material Development; *Problem Solving; Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Trap Setting

Trap setting is a concept based on a psycholinguistic explanation of the acquisition of second language skills emphasizing cognitive and creative processes over the auditory, visual, and imitative. It proposes that opportunities for repeated attempts at solving new problems through constant testing and retesting of creative hypotheses bring the learner closer to understanding the linguistic system and the cognitive strategies that work most effectively in it. It differs from both cognitive and communicative approaches by focusing more on experiential aspects of learning. The teacher can provide experiences to aid the learner to become progressively more conscious of his mental processes and the linguistic system, anticipating through the instructional materials the types of experiences the learner will have when solving a particular communicative problem. In these materials a problem situation is provided in which the student finds both confidence-builders or giveaways and traps to induce him to test and adjust his hypotheses. Trap setting materials can contain attractive challenges for students as well as a profitable learning experience. The technique increases the possibility of a more distinctive encoding of both the information given and extensions of that information. In designing materials it is important that the strategies used lead to both conceptual and linguistic distinctiveness and that the challenges have both structure and conceptual significance to be effective. (MSE)

Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; Black Colleges; College Admission; *College Choice; *College Freshmen; Comparative Analysis; Grade Point Average; Higher Education; Humanities; Longitudinal Studies; *Majors (Students); Occupational Aspiration; Private Colleges; Racial Differences; Selective Colleges; Sex Differences; State Colleges; *Student Characteristics; Two Year Colleges

Entering freshmen in 13 fields of study were compared longitudinally on demographic characteristics, high school achievement, college selection process, ability to finance college, highest degree planned, academic expectations, career plans, and aspirations. Attributes of students in the humanities and nonhumanities were also assessed. The humanities fields were English, history, language and literature, philosophy, and "other humanities," while the nonhumanities fields were biology, business, education, engineering, physical science, health technology, social science, and "undecided." Data for 1967, 1972, 1975, and 1981 were obtained from the Cooperative Institutional Research Program, which provides national normative data on college students. Data on 37 variables were cross tabulated by major field of study with sex, race, and selectivity of institution. Six categories of institutions were used: two-year schools, public/private four-year black institutions, minimally selective four-year institutions, moderately selective four-year institutions, highly selective four-year institutions, and very highly selective four-year institutions. Statistical tables of study findings are appended. (SW)

ED 249 825 HE 017 674

Promoting Economic Development through Entrepreneurship Training and Education. A Selection of Speeches from the Seminar (Hawaii, February 16-17, 1984).
PUB DATE- Feb 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

following competencies were determined: communication, problem solving, clarifying values, using science and technology, and understanding the arts. In comparison to faculty in other general studies subjects, natural sciences faculty rated more strongly the need for student competencies in communication and problem solving. Group interviews with students resulted in recommendations concerning advisement, course offerings, course outlines, course content, and student evaluation. Bar graphs and statistical tables of the findings are appended, along with questionnaires and interview schedules. In addition, summaries of interviews are provided. (SW)

ED 249 839 HE 017 725

Transition or Transformation? Annual Report of the Executive Director of the Commission on Higher Education, 1983-84.

Commission on Higher Education, Philadelphia, Pa. Middle States Association of Colleges and Schools.

PUB DATE- 84

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; *Accrediting Agencies; Annual Reports; College Programs; Declining Enrollment; Educational Opportunities; Equal Opportunities (Jobs); Females; *Geographic Regions; *Higher Education; *Institutional Evaluation; Minority Groups; Part Time Faculty; *Trend Analysis

IDENTIFIERS- *Middle States Association of Colleges and Schools; United States (Mid Atlantic States)

The annual report of the Executive Director of the Commission on Higher Education of the Middle States Association of Colleges and Schools is presented. The problem of a lack of commitment to equity in the recruitment of minority students and the employment of minority faculty and staff by many institutions is noted. It is recommended that colleges pay serious attention to the decline in numbers of 18-22 year olds and be careful about expansion into graduate programs, adult and continuing education on- and off-campus, and the development of computer science programs. In their reports for 1983-1984, evaluation teams have been critical about advising, counseling, and placement. Consideration is also given to: the rising number of part-time faculty; the continued politicization of boards of trustees; policies for systematically allowed by each state. (SW)

ED 249 852 HE 017 738

Myers, Michael M.
Fact Book on Higher Education in the South, 1983 and 1984.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 84
NOTE- 92p.; For an earlier edition, see ED 219 037.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Comparative Analysis; Degrees (Academic); Economic Factors; *Educational Finance; *Enrollment Trends; Geographic Regions; Graduate Study; *Higher Education; Majors (Students); *Population Trends; Private Colleges; Resource Allocation; State Aid; State Colleges; Student Financial Aid; Taxes; Teacher Salaries; Tuition; Undergraduate Study
IDENTIFIERS- College Costs; *United States (South)

Data are presented on higher education in the South in 1983 and 1984, including more than 60 tables and brief descriptions of the latest available statistics for the United States, the Southern Regional Education Board (SREB) region, and the 14 individual SREB-member states. The tabular information is grouped under six headings: population and economy, enrollment and institutions, degrees, institutional finances, student finances, and faculty. Among the findings are the following: 3 of every 10 persons in the United States live in the South and by the year 2000, the region's population will increase by one-third; the economic growth of the South is demonstrated in the rise of per capita personal income; on the average, the southern region appropriates a larger share of state tax funds to higher education than do state governments nationally; both nationally and in the South, faculty salaries on the average increased about 4 percent from 1982-1983 to 1983-1984 in public colleges and universities; tuition accounts for an average of 11.5 percent of the current funds revenues of public institutions in the SREB states; more than 3.3 million students were enrolled in southern colleges in fall 1982; and about 84 percent of college students in the South attend public institutions. (SW)

Hofstetter, Fred T.
The Ninth Summative Report of the Office of Computer-Based Instruction.
Delaware Univ., Newark. Office of Computer-Based Instruction.
PUB DATE- 1 Jul 84
NOTE- 287p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Curriculum; *College Instruction; *Computer Assisted Instruction; Computer Science Education; Computer Software; Credit Courses; Departments; Educational History; Higher Education; Instructional Development; Microcomputers; Noncredit Courses; Program Descriptions; Program Evaluation; Questionnaires; Units of Study
IDENTIFIERS- *PLATO; *University of Delaware

The University of Delaware's work with computer-based instruction since 1974 is summarized, with attention to the history and development of the Office of Computer-Based Instruction, university applications, outside user applications, and research and evaluation. PLATO was the system that met the university's criteria, which included: supporting instructional strategies such as gaming, testing, and self-paced instruction; a library of computer-based learning materials; a programming language that was easy to use; a student record-keeping capability to support educational research; computer graphics; and overall system reliability. Information is provided on credit and noncredit courses using computer-based instruction during 1983-1984. Activities of the 37 departments using computer-based instruction are summarized, and sample lessons and photographs are provided. Outside user applications are also described, including pre-college demonstrations and programming courses and courseware development. Materials include: a list of published lessons, a list of 1983-1984 conference and workshop presentations, a student evaluation form for PLATO, abstracts of computer-based education developments, and a catalog of PLATO and microcomputer programs under development. (SW)

DESCRIPTORS- Admission Criteria; *Ancillary School Services; College Programs; *College Students; Experiential Learning; *Foreign Countries; Higher Education; Independent Study; International Educational Exchange; Internship Programs; Program Administration; *Study Abroad

IDENTIFIERS- Program Objectives

Basic information about selecting an educational opportunity abroad is presented. While the chief focus is academic programs, information is included that is relevant to work, travel, and volunteer service opportunities in other countries. Questions are posed to help the student judge the suitability and quality of programs. Procedures to follow to obtain academic credit for study abroad are also recommended. The following five types of study abroad programs are described: direct enrollment in a foreign university as a regular student or as an occasional or special student; a special program for foreign students at a foreign university; independent study, internships, or experiential learning; a program sponsored by a U.S. college or university; and a program sponsored by an organization other than a college or university. The following considerations in selected an academic opportunity abroad are addressed: program sponsor, program objectives, admissions requirements, curriculum, faculty, program and host country resources, orientation, program administration, housing, costs, and travel arrangements. Eighteen specific steps for students to follow are also outlined. (SW)

ED 249 880 HE 017 781

Age Group and Sex of Students, Fall 1983, State University of New York.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

REPORT NO.- SUNY-OIR-8-84A
PUB DATE- Aug 84
NOTE- 712p.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Age Groups; Annual Reports; *College Students; Community Colleges; *Enrollment Trends; Females; Full Time Students; Graduate Students; Higher Education; Males; Part Time Students; Sex; State Colleges; *State Universities; Student Characteristics; Technical Institutes; Trend Analysis; Two Year Colleges; Undergraduate

Admission; Degrees (Academic); Elementary Secondary Education; English (Second Language); Foreign Countries; *Foreign Students; Grading; Higher Education; *Institutional Characteristics; International Educational Exchange; Private Colleges; Professional Education; *Student Placement; Study Abroad; Technical Education
IDENTIFIERS- *Foreign Educational Credentials; *Japan

The educational system of Japan is described, and placement recommendations concerning Japanese students who want to study in the United States are presented. The grades covered by the different educational levels and characteristics of the different educational levels are described. Information is provided on: upper-secondary schools, technical colleges, junior colleges, universities, privately-supported schools, college entrance examinations, the bachelor's degree, graduate education, medical and dental programs, other types of schools, and the Japanese University Accrediting Association. English language proficiency of Japanese applicants to U.S. institutions, grading systems, and the issue of institutional quality and credentials are also discussed. A summary of placement recommendations as affected by the educational background of Japanese students at secondary and tertiary levels is provided. A selected list of Japanese universities is appended giving information on: date founded, source of support, enrollment, number of faculty, departments, and the size of the library. (SW)

ED 249 892 HE 017 794

Parker, Garland G.
Jordan: A Study of the Educational System of Jordan and a Guide to the Academic Placement of Students from Jordan in Educational Institutions of the United States.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS. AGENCY- American Friends of the Middle East, Inc., Washington, D.C.
PUB DATE- 69
NOTE- 29p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 786.
AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036 ($1.00).

Abroad; Teacher Education; Technical Education; Vocational Education
IDENTIFIERS- *Foreign Educational Credentials; *Thailand

The educational system of Thailand is described, and guidelines concerning students who wish to study in U.S. institutions are provided. After a description of the organizational structure of Thai education and national education policy, attention is directed to elementary and secondary education, vocational and technical education, teacher training, nursing and medical education, and higher education. Specific considerations include: secondary school grading and leaving examinations, secondary level vocational and technical institutes/colleges, teacher colleges, teacher preparation for different educational levels, nursing and medical education, postsecondary diplomas and degrees, public colleges, private colleges, military education, and Buddhist universities. Descriptions of 14 public colleges, 10 private colleges, 5 military academies, and 2 Buddhist universities are provided. Guidelines for U.S. admissions officials cover topics such as counseling, accreditation, attrition, grades, transcripts. Placement recommendations cover each educational level. Appendices include: a list of Thai higher education institutions according to control, type, and source of support; and sample institutional documents, including certificates and transcripts. (SW)

ED 249 903 HE 017 806

Margolis, Alan M.; Monahan, Thomas J.
United Kingdom: Medical Laboratory Science, Occupational Therapy, Physiotherapy. A Study of These Programs and a Guide to the Academic Placement of Students from These Programs in Educational Institutions of the United States.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.
PUB DATE- 80
NOTE- 195p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. For other titles in this series, see HE 017 786.
AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($6.00).

developments in computer systems that can be used by college admissions offices to enhance recruitment efforts are discussed in 13 articles. Titles and authors of the articles are as follows: "Student Reactions to College Recruiting Techniques" (Arthur D. Lopatin); "Research Before You Search" (Jon M. Nicholson); "Market Positioning Studies Direct Our Recruitment Message" (Thomas D. Abrahamson); "Using Volume Projections for Market Analysis" (William Turner); "Building a Recruitment Data Base with the Student Search Service" (John W. Albright, M. O. Phelps, and Claire C. Swann); "Curriculum-Specific Direct Mail: Part of the Mix" (Susan L. Sommer); "Student Search Service: Foundation for a Computerized Tracking System" (Glenn G. Carter); "Outside Consultants: Can They Help Your Direct-Mail Campaign?" (A. William Young); "Computerized Management is the Key to Successful Student Recruitment" (Larry L. Smith); "Using Phone-A-Thons: A Hotline to Enhance Your Recruitment" (Joe F. Head); "Courting Merit Scholars: 'Mizzou's' Strategy Works" (Georgeanne B. Porter and Greg D. Martin); "Building a Direct-Mail Package: Content and Format" (Kristine G. MacDermott); "Student Search Service: Is It a Public University Recruitment Tool?" (R. Thomas Snider). Questionnaires and forms are included. (SW)

IR

ED 249 917 IR 011 171

Michael, Douglas O., Comp.; Rivenburgh, Edwin, Comp.
SUNY Community College Learning Resources Professional Staff Status and Salary Survey, 1983-84.
State Univ. of New York Council of Head Librarians, Community Coll. Section.
PUB DATE- Apr 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Administrator Responsibility;

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 83
NOTE- 13p.; For related documents, see IR 011 338, IR 011 340, and IR 011 359.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Discovery Learning; Educational Research; *Epistemology; Intermediate Grades; *Models; Preadolescents; *Programing
IDENTIFIERS- *LOGO Programing Language; *Recursive Programing

A study is reported in which 7 children (2 girls and 5 boys, 11 to 12 years of age) with a year of LOGO Programming experience were asked to think aloud about how a LOGO procedure would work, and then to predict by hand-simulation of the programs, what the graphics turtle "pen" would draw when the program was executed. While all children made accurate predictions for programs at the first two complexity levels (procedures using only direct command to move the turtle and procedures using the iterative REPEAT command), no child made accurate predictions for either level of complexity involving tail recursive procedures or embedded recursive procedures. The children's problems with explaining embedded recursion are traced to two related sources: general bugs in their mental model for how lines of programming code dictate the computer's operations when the program is executed, and the particular control structure of embedded recursive procedures. The report concludes with a brief description of the need to teach program control structures, such as recursion, rather than expecting children to discover them on their own. (Author/THC)

ED 249 930 IR 011 358

Pea, Roy D.; Kurland, D. Midian
Logo Programming and the Development of Planning Skills. Technical Report No. 16.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 84
NOTE- 56p.; For related document, see IR 011 339.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

and communication are illustrated by the case study of a migrant farmer project in a remote rural area in Pematang Panggang (South Sumatra, Indonesia). Experience is also reported on the use of audio technology with agricultural extension workers in Bangladesh. Additional topics include the characteristics of cassettes that make them so powerful, the content and format used in ACT systems, and distribution systems. Findings from evaluations of the ACT system are summarized, as well as policy implications and research needs. Appendices include a chart of selected rural development cassette projects; a description of cassette projects and simple audio cassette recording equipment, and profiles of the following projects: Assistance to Rural Broadcasting, Afghanistan; Radio Mensaje, Ecuador; the Kipsigis Homesteads Cattle-Dip Management Program, Kenya; and the Pila Project, Guatemala. Sixty-nine references are listed. (LMM)

ED 249 944 IR 011 387

Rizzi, Rose A.
Impact and Implications of Technological Change on Educational Institutions.
PUB DATE- 19 Mar 84
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; *Computers; *Cooperative Programs; Educational Planning; Futures (of Society); Information Science; Teacher Role; *Technological Advancement; *Technology Transfer; *Telecommunications
IDENTIFIERS- Experts

Over the next 10 years, new video technology, including satellite transmission systems and narrow-casting technology, may create a "communication revolution" in America. Current applications of computers and telecommunications are already making it possible for educational institutions to include the home or the office as learning centers. New information technologies will raise the issues of how educational institutions should be restructured; how curricula should be changed and implemented; how teachers/faculty

Secondary Health Project: Concepts Review. Research Report 70.

Agency for Instructional Television, Bloomington, Ind.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.; General Mills Foundation, Wayzata, Minn.; George Gund Foundation, Cleveland, Ohio.
PUB DATE- Jan 80
NOTE- 60p.; For related documents, see IR 011 401-408.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($20.00 for set of 8 reports).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Attitudes; *Coping; *Educational Television; Emotional Response; Health Education; *Interpersonal Relationship; Loneliness; *Problem Solving; Psychological Patterns; Secondary Education; Social Bias; Stress Management

This report describes a preliminary evaluation in September 1979 of 12 program topics and their stated objectives for an instructional television series, the Secondary School Health Project, which addresses issues relevant to the personal and social growth of adolescents. The study addressed the following questions: (1) How can the series' topics best be presented to ensure its utilization? (2) What do teachers and/or other professionals see as the potential advantages and/or disadvantages of using this series with adolescents? and (3) What types of materials will be most useful for inclusion in the discussion leader's guide? A description of the field study design covers the data collection instruments, procedures (focused group interviews and take-home questionnaires), the sample of 88 teachers and other professionals in 8 midwestern communities, and the study limitations. Specific results are discussed for each of the 12 topics: self concept, changing relationships within the family, feelings, friendship, peer-group membership, loving, thinking, career aspirations, coping with stress, conflict resolution, aloneness, and prejudice and discrimination. Advantages and disadvantages of using the series are also addressed. Appendices include an analysis of topic relevance as perceived by teachers and both the discussion and the take-home questionnaires. (LMM)

ED 249 958 IR 011 402

part of a needs assessment conducted during 1980-1981 by the Agency for Instructional Technology (AIT) and Project '87, a joint effort of the American Political Science Association and the American Historical Association that focuses on the bicentennial of the United States Constitution. The results of the review are to be used in determining if there is a need for new audiovisual materials, and if there is such a need, what general content areas should be considered for inclusion in the new materials. (Author/THC)

ED 249 971 IR 011 415

The "Give & Take" Formative Evaluation. Research Report 87.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Dec 82
NOTE- 75p.; For other reports in this series, see IR 011 413-419.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Consumer Economics; *Decision Making Skills; Economics Education; Educational Research; *Educational Television; Formative Evaluation; Junior High Schools; *Material Development; *Programing (Broadcast); Secondary Education
IDENTIFIERS- Instructional Effectiveness

"Give & Take" is a series of 12 15-minute television/film programs and related print materials on consumer economics designed to improve the economic knowledge and decision-making skills of 13- to 15-year-old students. This report describes the processes and presents the results of "Give & Take" formative evaluations which were conducted in age-appropriate classrooms to gather information to help insure that the final product would constitute an effective lesson. The environment in which the formative evaluation operated is discussed, as well as the plan for collecting reliable data on the programs at various stages of development and the issues, methods, and problems of the in-class evaluations. Individual evaluation synopses of all 12 programs form the bulk of this report; these synopses provide a sense of the major issues that arose during the development of each one, the sources from which these issues arose, and the decisions the project team made to address them. Appendices include a chart categorizing external review participants, lists of the script review team and evaluation

Way, Kathy Ann
Measurement and Evaluation of Reference/Information Service in Law School Depository Libraries: A Bibliography.
PUB DATE- Feb 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Community Information Services; *Evaluation; Government Publications; *Law Libraries; Librarians; Library Education; *Library Services; Library Technicians; *Measurement; *Performance; Public Libraries; *Reference Services; Standards
IDENTIFIERS- Legal Information

This bibliography lists 159 books and journal articles on the measurement and evaluation of in-person and telephone reference/information services in academic, public, and special libraries, especially law school depository libraries. Subjects covered in the bibliography include the quality of reference/information services in terms of quantitative and qualitative measurement and evaluation by obtrusive and unobtrusive tests; standards for service performance; education for reference librarians in academic and on-site settings; continuing education for librarians; the quality of reference/information service provided by library personnel possessing a Master of Library Science (MLS) or other advanced degree versus the quality of service provided by personnel without an advanced degree; library management considerations related to professional versus paraprofessional staffing; and library referrals and concomitant ethical considerations for reference/information services provided by law libraries to both the legal community and the lay public. (ESR)

ED 249 986 IR 050 683

Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-Based Performance Evaluation Process with Accompanying Supervisor's Manual.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- 76
NOTE- 48p.; This publication supersedes ED 129 266, which was not

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Libraries; Foreign Countries; Graphs; Higher Education; *Library Services; Surveys; Tables (Data); *Use Studies; *Working Hours
IDENTIFIERS- Austria (Vienna)

In the winter term of 1979-1980, 692 faculty members and 1,319 students responded to a library use study conducted at the Technishe Universitat Wien (Vienna, Austria). Among other topics, the hours of operation of the main library were studied. Results show that more than 50% of the faculty and more than 70% of the students consider the circulation desk's hours of operation insufficient. The reading room and photocopy department's hours were only moderately criticized. Other results indicate: it is not necessary to open the library on Saturdays; the majority of respondents accept the summer closing period (3 weeks in August); and frequent and intensive library users consider the library's hours of operation more restrictive than do occasional or infrequent users. Graphs and tables showing survey results are included. (Author/THC)

ED 250 001 IR 050 870

Byrd, Robert; And Others
Duke University: William R. Perkins Library Collection Analysis Project. Final Report.
Duke Univ., Durham, N.C.
SPONS. AGENCY- Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Aug 84
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Libraries; Higher Education; *Library Acquisition; *Library Collections; *Library Expenditures; *Library Materials; Library Personnel; *Library Planning; Library Research; Library Role; Library Services; Research Libraries; Self Evaluation (Groups); Tables (Data)
IDENTIFIERS- *Duke University NC

To enable the William R. Perkins Library to focus attention on its collection development operation, a six-member study committee was appointed to review within the present and future environment of

ED 250 015 IR 050 978

Clay, Katherine; Davis, James E.
National Education Practice File. Final Report. Evaluation Report.
San Mateo County Office of Education, Redwood City, CA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 430p.; Cooperative Agreement #00-CA-82-0001.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Curriculum Guides; *Databases; *Elementary School Teachers; Elementary Secondary Education; *Information Needs; Information Retrieval; Instructional Materials; Learning Activities; *Online Systems; Program Evaluation; Reference Materials; Search Strategies; *Secondary School Teachers
IDENTIFIERS- *ERIC; *National Education Practice File

The purpose of the National Education Practice File (NEPF) was to find out from educational practitioners what types of materials would be of value to them; to locate the types of information identified; and to make this information available to them through the development of a computerized file of practitioner-oriented materials. The 2-year, 4-phase project, which took place from October 1, 1982 to September 30, 1984, was conducted by the San Mateo Educational Resources Center (SMERC) with two subcontractors--the Social Science Education Consortium, contractor for the ERIC Clearinghouse on Social Studies/Social Science Education; and the ERIC Processing and Reference Facility. Phase I was concerned with the development of clear and concise specifications of the types of materials needed by practitioners to support improvement efforts at the classroom and building level. The principal activity of Phase II was the creation of a separate computerized test file of all materials already in ERIC that met these specifications. These items were tagged "Practitioners," using a new Target Audience data element developed for NEPF. The development of new sources of practitioner-oriented materials and the addition of such documents to ERIC were the primary activities in Phase III. Evaluation of the file was conducted at nine official test sites in Phase IV. Recommendations based on experiences with and evaluation of the project were made in three major categories: the educational practitioner as audience for ERIC; building a database for practitioners; and outreach. The project resulted in the identification and tagging of 46,344 ERIC documents (RIE) and articles (CIJE) with the new "practitioners" Target Audience tag. Twenty-three appendixes to the final report are presented: (1) Report of Working Group Meeting; (2) Search Strategy; (3) ERIC Processing Manual (Guidelines for Applying Target Audience); (4) Revision in Timelines; (5) Acquisitions and Selection Plan, plus

Establishing Chemical Technology Programs.
PUB DATE- Oct 84
NOTE- 23p.; Paper presented at the Annual Conference of the Committee on Chemistry in the Two-Year Colleges (85th, San Diego, CA, October 19-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chemical Technicians; Community Colleges; *Curriculum Development; Labor Market; *Program Administration; *Science Curriculum; *Technical Education; Two Year Colleges

In light of the increasing demand for well-prepared chemical technicians, this paper provides suggestions for two-year colleges interested in initiating or upgrading a chemical technology program. Introductory comments indicate that, from the industry standpoint, chemical technicians are invaluable, but inadequate in numbers and often unprepared. Next, a brief history of the development of technician training programs in the United States is presented, emphasizing events that have influenced educational directions. The paper then outlines steps for the development of a chemical technology program, arguing that the program can best be maintained by a faculty member designated as the Coordinator of Chemical Technology, who takes responsibility for recruiting students, developing procedures for academic advisement, instituting an advisory committee, interacting with the department chair, coordinating curriculum activities, and developing student job placement services. Next, the paper provides information on the chemical technology curriculum, emphasizing that while the curriculum is geared toward immediate employment the option of further education should always be open to all students. Finally, the plans of the American Chemical Society for developing a certification/approval process for chemical technology programs are discussed. Appendices illustrate various aspects of the curriculum, texts, courses, career options, and curriculum tracks related to the chemical technology program. (LAL)

ED 250 029 JC 840 556

Smith, Milton L.
A Study of the Status of Tenure in the Nation's Public Two-Year Colleges.
Southwest Texas State Univ., San Marcos.

Planning and Accreditation: A Survey of Attitudes of Policymakers. Improving Community College Evaluation and Planning: Project Working Papers Numbers Five, Six, and Seven.

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 83

NOTE- 32p.; For related documents, see JC 840 576-584.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Accreditation (Institutions); *College Planning; *Community Colleges; *Educational Policy; Governing Boards; Legislators; Policy Formation; *Public Officials; Surveys; Two Year Colleges

IDENTIFIERS- *California; *Hawaii

One of a series of papers resulting from a Fund for the Improvement of Postsecondary Education (FIPSE) project to improve evaluation and planning in community colleges, this working paper presents the results of interviews with community college policymakers conducted to assess their views on matters such as non-governmental accreditation, evaluation and planning, the role of various groups in public accountability, and the specific purposes of the FIPSE project. Following introductory material on the FIPSE project and the surveys, the paper presents the results of the interviews with 10 members of the California legislature, 11 key legislative and executive branch analysts, 3 members of the California Postsecondary Education Commission, and 5 leaders of education and advocacy organizations. This section includes a summary of the ideas suggested by the group for designing and carrying out the FIPSE project, a tally of responses, and sample comments. The next section provides the results from interviews with the 15 members of the Board of Governors of the California Community Colleges, which cover the interests and concerns of board member and statewide priorities in the areas of mission, access, governance, fiscal accountability, the FIPSE project, the state information system, comparative data, accreditation, local governance, comprhehensive planning, and accountability. The final section presents the results from interviews with administrators, faculty, and government leaders in Hawaii involved in community college affairs. (HB) year (FY) 1983 and part of FY 1984, are presented in this report on students, faculty and staff, instructional programs, operating finances, and capital construction. After introductory material provides a summary profile of the colleges, a map of the college districts, and a listing of institutions, section I presents tables showing student characteristics, including headcount data for fall 1983 by sex and type of attendance, instructional program area, age, ethnic origin, academic classification, type of residency, and enrollment status; proportions of district populations served; headcount data for students enrolled in community education classes; headcount data for fall 1974 through fall 1983; and a summary of grants to disadvantaged students. Section II offers faculty and staff data, including information on instructional faculty, administrative staff, non-teaching professional staff, and classified staff for fall 1983; average base salaries; average class size; and percentage of classes by size categories. Section III presents program data, including an inventory of curricular degrees and certificates awarded in transfer and general studies, and occupational programs. Section IV provides financial data on apportionments, grants to colleges, instructional unit costs, tax levies, operating revenues and expenditures, and energy usage and costs. Finally, section V contains data on facilities and college construction. (HB)

PS

ED 250 056 PS 014 008

Opravilova, Eva, Ed.
Preschool Education 1980: Selective Bibliography. Part I and Part II.
Charles Univ., Prague (Czechoslovakia). Pedagogical Faculty.
PUB DATE- 83
NOTE- 827p.
LANGUAGE- English
EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aesthetic Education; *Annotated Bibliographies;

ED 250 069 PS 014 626

Empson, Judith V.; And Others
An Impact Evaluation of the Resource Access Projects, 1982-1983.
Littlejohn (Roy) Associates, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Dec 83
NOTE- 245p.; For earlier versions of this document, see ED 189 799 and PS 014 643.
CONTRACT- HHS-105-C-82-008
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Budgets; Conferences; *Day Care; Delivery Systems; Disabilities; Early Childhood Education; Information Storage; *Inservice Teacher Education; Needs Assessment; Participation; Profiles; *Program Evaluation; *Services
IDENTIFIERS- Project Head Start; *Resource Access Projects; Task Force Approach

Each year, Head Start makes at least 10 percent of its enrollment opportunities available to children with handicapping conditions. Currently, 15 Resource Access Projects (RAPs) form a national network offering a training and technical assistance program identifying resources, providing resource materials to Head Start grantees, facilitating collaboration between Head Start and other agencies, and providing training and technical assistance on mainstreaming. From the beginning, an evaluation component has been built into the training and technical assistance plan. The seventh evaluation of RAP impact on Head Start services to handicapped children, this report presents findings for the 1982-83 program year. Evaluation data were collected through annual on-site interviews with RAP staff, telephone interviews with a random sample of 400 Head Start grantees and all 55 state (or equivalent) educational agencies (SEAs), and a survey of approximately 2,700 participants at RAP training conferences. The overall finding was that satisfaction with RAP increased or remained the same, as reported by Head Starts, SEAs, and trainees. After an introductory chapter, major chapters report more specific findings on RAP budgets, services to grantees, RAP training conferences, facilitation of collaborative agreements, and participation in RAP task forces. Briefer chapters discuss the establishment and updating of a file on resource providers; the management information system; needs assessment; national RAP, Head Start Association, and advisory committee meetings; and the annual survey of handicap services. The concluding chapter offers a summary of

A case study of preschool education in Kisumu, the second largest municipality in Kenya, investigated the distribution of preschools and assessed the appropriateness of curriculum, professional qualities of teachers, and the suitability of instructional resources, including the physical infra-structure of the preschools. The term 'preschools' refers here to day nurseries, play groups, kindergartens, preschools, and nursery schools. Data were collected through classroom observation, questionnaires and interviews. Participants were all education officers and inspectors, all nursery school proprietors, and 60 per cent of all preschool teachers. Results indicate that the majority of teachers had low academic qualifications, teacher training is inadequate, control of preschools by the Ministry of Culture and Social Services results in policy problems, parents of preschool children and school authorities are dissatisfied with the administration of standard entrance examinations in preschool centers, schools are fairly well distributed, schools are poorly equipped with instructional materials, and in view of the expense incurred, parents question the need to send children to preschool. Recommendations based on the findings are offered and related materials are appended, including national and Kisumu municipal statistics, a weekly schedule of preschool activities, a standard schedule of learning activites, and copies of research instruments used in the case study. (RH)

ED 250 084 PS 014 660

Smith, Sheila; Freedman, Daniel G.
Mother-Toddler Interaction and Maternal Perception of Child Temperament in Two Ethnic Groups: Chinese-American and European-American.
PUB DATE- Apr 83
NOTE- 36p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese Americans; Cross Cultural Studies; *Cultural Differences; Ethnic Groups; Interaction; *Mothers; *Parent Child Relationship; Perception; Personal Autonomy; *Personality; *Toddlers; Whites
IDENTIFIERS- *Social Interaction

consideration of origins; assertive behavior; discipline; self-individuation; the impact of adult imprecisions and taboos; reflected appraisals; influences of parental interest, security, and reference groups; and aspects of disruptions in self-concept formation. (RH)

ED 250 098 PS 014 674

Phillips, Shelley
How Children Think. Unit for Child Studies. Selected Papers Number 30.
New South Wales Univ., Kensington (Australia). School of Education.
PUB DATE- 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; Association (Psychology); Classification; Cognitive Ability; *Cognitive Development; *Conservation (Concept); Developmental Stages; Early Childhood Education; Educational Practices; Egocentrism; *Elementary School Students; Exploratory Behavior; Foreign Countries; Hypothesis Testing; *Infants; Intuition; Logical Thinking; Object Permanence; *Preschool Children
IDENTIFIERS- Animism; Australia (New South Wales); Intention; Piagetian Theory; Reversibility; Transitivity

In four parts, this discussion describes characteristics of the thought of infants, preschool children, primary school students, and adolescents. Topics briefly addressed in part I, on the thought processes/capabilities of babies, concern sensorimotor thought without abstraction, the importance of physical exploration, the development of intentionality, learning about cause and effect and properties of objects, and the development of symbolic thought. Table 1 describes motor development in the first 3 years, and Table 2 delineates six stages in the development of object permanence. Discussion of the development of preschool children in part II focuses on combining and transferring information; reversing observations; egocentricity; animism and artificialism; intuition and sequential associations; cause and effect; classification; and applications (specifically concerning preschoolers' drawings, dreams, and concepts of death, as well as professional practice, preoperational thought in adults, and the transitional years). Table 3 illustrates conservation of liquid, number, matter, length, area, and volume. The development of the primary school student is

children in learning activities. (MM)

ED 250 112 RC 014 693

Preschool Staff Handbook.
San Ysidro School District, Calif.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Oct 83
NOTE- 53p.; For related documents, see RC 014 691-692.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Ancillary School Services; Faculty Handbooks; Field Trips; *Preschool Education; *Recordkeeping; Records (Forms); School Schedules; *Staff Orientation; Student Records; Student Transportation; Teacher Aides; Teacher Orientation; Teacher Responsibility
IDENTIFIERS- *San Ysidro Elementary School District CA

The handbook for preschool teachers and aides presents job descriptions and outlines school regulations and procedures of the San Ysidro Preschool Program. Job descriptions cover the responsibilities of teachers and aides in such areas as pupil progress, learning environment, professional competence, adjunct duties, and personal qualities. School regulations regarding legal responsibilities, ethics, program activities/costumes, teacher and aide schedules, staff lunch, staff lounge, preschool inservice, school visitations, and home visits are provided. Detailed instructions for recordkeeping of attendance and absences, student cumulative data, and individualized development charts are supplemented by appendices containing the appropriate forms. Descriptions of special services such as health, meals, and transportation cover physical examinations, immunizations, daily health inspection, health education, report of accidents, children's lunches and snacks, and regulations for bus children. Guidance in field trip activiites, testing and review procedures, parent-teacher relationships and meetings, and use of school supplies, equipment, and library materials is also provided. (MM)

New York State Legislative Commission on Rural Resources, Albany.
PUB DATE- 12 Jan 84
NOTE- 38p.; One of nine reports from the Statewise Legislative Symposium on Rural Development (1st, Albany, NY, October 5-7, 1983). For the other reports from this Symposium, see RC 015 006-013.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)
DESCRIPTORS- Cooperation; Environment; Environmental Standards; *Land Use; Long Range Planning; *Natural Resources; Pollution; Problems; Public Policy; Quality of Life; Rural Areas; *Rural Development; *Rural Environment; Statewide Planning; Tables (Data); *Trend Analysis; Wastes
IDENTIFIERS- *Goal Setting; *New York

Participants at the First Statewide Legislative Symposium on Rural Development discussed environmental, land use, and natural resource problems and opportunities in rural areas of New York state. Identified as major assets were scenic beauty, diversified land use and economy, abundance and high quality of water, soil base for agriculture and forestry, forest covering 60% of the state, resilience of ecosystems, stabilization of fish and wildlife resources, and heightened public desire for environmental quality. Weaknesses included toxic and hazardous waste disposal, potential for rural areas to be used as dumping grounds undirected rural growth, urban orientation in state planning, undermanaged forest resources, and an insufficient resource management information base. Major goals suggested were to protect ground, air, soil, and water from waste disposal contamination; to develop energy sources in an environmentally and economically sound manner; and to enhance and protect the land resource base. Key public policy questions included how state and local governments will achieve sound management of environmental, land, and natural resources as the state develops; how public and private cooperation in these efforts will be enhanced; and how to ensure that local governments have the technical base to manage their resources. Supporting graphs and maps are appended. (NEC)

ED 250 127 RC 015 009

Community Facilities, Housing and Community Renewal in New York State: A Preliminary Report.

of conference addresses, lists of participants and group members, check lists showing countries' interest in APEID activities in 1984, and 1984 APEID lecture schedule. (NEC)

ED 250 140 RC 015 026

The Indian Education Amendments of 1984. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 5190 (April 9, 1984).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 84

NOTE- 165p.; Some pages may not reproduce well due to marginal legibility.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Standards; *American Indian Education; Boards of Education; Educational Finance; Elementary Secondary Education; Federal Aid; *Federal Legislation; Hearings; School Closing; School Districts

IDENTIFIERS- Bureau of Indian Affairs; Congress 98th; *Title XI Education Amendments 1978

Testimony, prepared statements, letters, and supplemental materials presented by 26 members of the administration and Indian leaders and/or groups from across the country are reproduced in these proceeding of a hearing on H.R. 5190, a bill to amend Title XI of the Education Amendments of 1978. The proposed amendments deal with educational programs operated or funded by the Bureau of Indian Affairs and were developed to foster better educational services for Indian students and more local tribal control of vital education services. Hearing input provides support for, and objections and proposed changes to, individual amendment sections on minimum academic standards, school closures, school boundaries, Bureau of Indian Affairs education functions, allotment formulas, uniform direct funding, appeals from actions of school boards, management information systems, audit, regulations, and voluntary services. (NEC)

Cazden, Courtney B.
Effective Instructional Practices in Bilingual Education.
White (E.H.) Co., Washington, DC.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; American Indian Languages; *Bilingual Education Programs; Case Studies; *Classroom Techniques; Elementary Education; Korean; Program Descriptions; *Program Effectiveness; Rural Schools; *Second Language Instruction; Spanish; Suburban Schools; Team Teaching; Urban Schools

Descriptions of seven diverse bilingual education programs focus on instructional practices that have contributed to the programs' effectiveness as measured by exceptional student achievement, trained observers' perceptions of instructional quality, and the pride of professional staff and parents. The program settings and types include these: (1) a small, rural agricultural community in California with carefully proportioned bilingual education from kindergarten through eighth grade; (2) a year-round community school near the California/Mexico border with two-teacher team-taught bilingual education through sixth grade; (3) a barrio school in a large California city, where the program encompasses the entire school; (4) a northern plains Indian reservation, with a program focusing on the written form of the native Indian language; (5) a suburban school in a northeast city, serving a population speaking 30 languages; (6) a large city school with a history of both successful and unsuccessful bilingual education programs, this one serving kindergarten through high school with separation of language groups; and (7) a California city school having both immersion and bilingual programs. Effective instructional features found in the 58 classrooms studied that are shared by bilingual and monolingual education programs alike and features unique to bilingual instruction are outlined and discussed. (MSE)

ED 249 769 FL 014 592

Crawford, William W.; Giblon, Mary Lee
Student-to-Student: "Welcome to Georgetown."

discourse constraints imposed by three participant structures: narrator-audience, child-adult conversation, and child-child conversation. The subjects were 18 children aged 7 to 12, temporary *residents in the United States, from nine native language groups.* Data consisted of video and audiotaped interviews and videotaped interactions in a classroom of English as a second language. In the interviews, each child was questioned about his experiences learning English, everyday activities after school, and vacations, and was asked to narrate a familiar folktale. Portions of the discourse were analyzed for complexity, grammatical errors, dysfluency, and cohesion. Results show greatly varying communicative constraints in the three structures. In child-child conversations, communication involved short, routinized forms. In child-adult conversations the adult provided much support, and much of the child's speech was elliptical. However, in the narrative structure, the child is charged with providing coherent, cohesive discourse within minimum input, and it offers the greatest linguistic challenge. In this situation, only the most proficient speakers could elaborate syntax and use cohesive elements without increasing error and hesitation. It is proposed that the narrative structure provides the best communicative situation for measuring linguistic proficiency. (MSE)

ED 249 783 FL 014 609

Lillo-Martin, Diane
The Acquisition of Task-Specific Word Formation Devices in American Sign Language.
Salk Inst. for Biological Studies, San Diego, Calif.
PUB DATE- Sep 84
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 23, p74-81 Sep 1984. This research was supported in part by the National Science Foundation and the National Institute of Health.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Sign Language; *Deafness; Form Classes (Languages); *Language Acquisition; *Language Patterns; *Language Processing; *Morphology (Languages); Young Children

especially their personal insights about their learning processes and strategies. The results yielded a large number of strategies and techniques characteristic of successful learning. Statistical analyses demonstrated that a certain number of them are critical for the improvement of oral proficiency. These findings confirmed several good learner strategies suggested by the Rubin-Stern-Naiman inventories. In addition, the interview findings revealed some idiosyncratic behavior patterns that seriously affected language learning and also demonstrated the complexity and individuality of the foreign language learning process. (MSE)

ED 249 797 FL 014 625

Ballantine, Sergius J.
A Study of the Effects of English-Medium Education on Initially Monoglot Spanish-Speaking Gibraltarian Children.
PUB DATE- Dec 83
NOTE- 108p.; Master's Thesis, University of Wales.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Immersion Programs; *Language of Instruction; *Spanish Speaking
IDENTIFIERS- *Gibraltar; Spanish (Yanito)

This investigation arose from concern about the linguistic and educational development of several dozen students aged 12-14 from the English comprehensive secondary schools in Gibraltar. These students, whose dominant language was Yanito-Spanish (the local vernacular), were administered a series of assessment measures. These included: (1) a word association task to determine whether the learning situation was conducive to stable or unstable bilingualism, (2) a word naming test to assess the use of the two languages, (3) a picture naming test to assess the children's ability to produce one-word and one-sentence utterances following a visual stimulus, (4) a picture composition test to assess the quality of language use in both languages, and (5) a test of linguistic-cognitive flexibility. In addition, statistical analyses of results of standard public examinations administered to Gibraltarian students 16 and older between 1977 and 1982 were used to investigate a possible link between language development and educational attainment. The results indicate that the students

ED 249 811 FL 014 640

Williams, Huw

The Implications of Modern Approaches to Language for Teacher Training.

PUB DATE- Apr 84

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)

DESCRIPTORS- Classroom Techniques; Communication (Thought Transfer); Curriculum Development; *Educational Strategies; English for Special Purposes; Information Theory; *Language Teachers; Learning Motivation; *Learning Theories; *Linguistic Theory; Models; *Second Language Instruction; *Teacher Education

Connections between recent developments in theories about language, learning theory, and language teaching are traced from Chomsky's work elaborating the distinction between competence and performance. The evolution of the concepts of function and notion from the study of how language and communication come together in linguistic philosophy is examined, and its subsequent effect on curriculum design to suit specific learner needs is chronicled. English for special purposes, the concept of nuclear English, and a later emphasis on receptive as well as productive strategies are also discussed, and the design of language programs for the learner is diagrammed. The relationship of the language model to methodology and motivation is examined through three major theoretical dichotomies in the field: the distinctions between fluency and accuracy, instrumental and integrative motivation, and language acquisition and language learning. These various concepts are then integrated into a model that illustrates that recent ways of looking at language, syllabus design, and teaching methodology are not as unconnected as they are sometimes thought to be. (Author/MSE)

ED 249 812 FL 014 641

Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Economic Development; *Education Work Relationship; *Entrepreneurship; *Federal Programs; Higher Education; *School Business Relationship; Secondary Education; Small Businesses; *Vocational Education
IDENTIFIERS- *Hawaii

The influence of entrepreneurship training and education on economic development is considered in four seminar papers. In "Profile of Hawaii's Economic Development Environment," Andrew J. Gerakas claims that there is no real thrust for growth in Hawaii. He mentions the importance of small business, venture capital and liberalized loan making. Samuel M. Slom's article, "Promoting Economic Development: A Business-Academic Imperative," considers the world business climate, attributes and skills of a successful entrepreneur, and entrepreneurial training. Secondary-school vocational education and some developments in Hawaii are considered by Frank Kanzaki in "Profile of Vocational Education in the DOE: Promoting Economic Development Through Entrepreneurship Education and Training." The following federal programs are briefly discussed: the Pre-Industrial Preparation Program, the Introduction to Vocations Program, and the Occupational Skills Program. In the final seminar paper, "Profile of Vocational Education in the Community Colleges," Joyce S. Tsunoda considers public, postsecondary vocational education and current and potential future developments relating to entrepreneurship. (SW)

ED 249 826 HE 017 675

Kramer, Howard C.
Academic Advising: Images of a Profession.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Advising; *Faculty Advisers; Faculty College Relationship; Higher Education; *Interprofessional Relationship; *Professional Development

The level of professional development and functioning of the academic adviser is discussed. According to Canon (1976), professionals function on three levels of development. Advisers at the first level of functioning are primarily identified to their

collecting important documents and records; theological education, state relations, Council on Postsecondary Accreditation; study abroad; and policy review. Work performed by and for the Commission on Higher Education and developments in accreditation are also summarized. (SW)

ED 249 840 HE 017 726

Benedict, Joseph H., Jr.
A Look at the Future from the College Union and Activities Perspective.
Association of College Unions-International, Bloomington, IN.
PUB DATE- Jun 84
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinion/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Computer Oriented Programs; Decentralization; *Extracurricular Activities; *Futures (of Society); Geographic Regions; Higher Education; Long Range Planning; Participative Decision Making; *Prediction; Self Help Programs; *Student Unions; Technological Advancement; *Trend Analysis

Future societal trends and implications for the college union and student activities profession are considered. Ten major trends identified by John Naisbitt in his recent book "Megatrends" are used as focal points. Attention is directed to shifts from: an industrial society to an information society; forced technology to high tech/high touch; a national economy to a world economy; short-term to long-term planning; centralization to decentralization; institutional help to self-help; a representative to participatory democracy; hierarchies to networking; North to South; and either/or to multiple options. Specific projections include: operations of unions and student activities staff will be computerized; there will be a need to provide additional personalization to staff and students; the closely related trends of self-help and high touch (human response) will probably have the greatest challenges for the profession; student involvement in policy decisions will become more meaningful; and the competition for student enrollment will increase for the Northeast United States, while the three growth megastates (California, Florida, and Texas) will be oversubscribed. Harold K. Hodgkinson's projections of the college student populations in the 1990s are also listed. (SW)

ED 249 853 HE 017 739

Coulson, John E.; Bradford, Clarence
Evaluation of the Special Services for Disadvantaged Students (SSDS)
  Program: Final Report.
System Development Corp., Santa Monica, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 83
NOTE- 103p.; For related documents, see ED 145 743 and ED 214 412.
CONTRACT- 300-78-0356
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *Ancillary School Services; *College Students; *Disadvantaged; *Federal Programs; Followup Studies; Higher Education; *High Risk Students; Occupational Aspiration; Program Evaluation; Questionnaires; Student Evaluation; Student Financial Aid; Use Studies
IDENTIFIERS- *Special Services for Disadvantaged Students

The results of a 1983 followup survey to assess the long-term impact of the federally-funded Special Services for Disadvantaged Students (SSDS) program are presented. Educationally or economically disadvantaged students who enrolled in the program during their freshman year, 1979-1980, were studied. Questionnaires investigated respondents' educational experiences since their freshman year (periods of enrollment, institutions attended, amounts and types of special services received, and financial assistance received). The kinds of jobs that respondents hoped to have in 5 years were also identified. Student transcripts were examined for information on the number of school terms completed by students, the number of course units attempted and completed, and the students' grade point average. Relationships among freshman-year services, post-freshman services, and student outcomes were also determined: (1) The freshman's moderate use of services (i.e., a single type of service or two types of services) was associated with better outcomes, such as more extended enrollment, and with a greater number of course units attempted and completed; (2) Intensive academic services in the freshman year were not associated with better outcomes; (3) Non-academic services, on the other hand, are associated with better outcomes, including higher grades; and (4) Academic services received after the freshman year are associated with poorer long-term academic

International Education & the Federal Budget Cycle.
American Council on Education, Washington, DC. Div. of International Education.
PUB DATE- Mar 82
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Budgeting; College Programs; Decision Making; Federal Aid; *Federal Government; Higher Education; *International Education; *Legislators; *Lobbying; Policy Formation; Political Influences; *Public Officials; Resource Allocation

The influence of the federal government budgetary process on international education programs is discussed, and information is provided to help persons who wish to have their views known to the decision-makers. Specific information is included on programs administered by the U.S. International Communication Agency (USICA) and the Department of Education. The federal budget cycle is described, using the example of late spring/summer 1982 through October 1983. The following methods of reaching decision-makers are discussed: personal visits, letters, telephoning, and telegrams/mailgrams/public opinion messages. The key decision points are summarized as follows: the relevant department or agency formulating the budget; review and decisions on departmental and agency budget requests; budget committee hearings and actions on the first and second concurrent budget resolutions; authorization committee hearings and action; appropriations committee hearings and action; conference committee meetings and action; House and Senate floor action; and action on a continuing appropriations resolution. A list of government officials who deal with international education programs is presented, along with information on how and where to communicate with them. A glossary of terms central to the federal budgetary process is included. (SW)

ED 249 867 HE 017 765

Yoder, Janice D.
Surviving the Transition from Graduate Student to Assistant Professor.
PUB DATE- Aug 84

Students; Upper Division Colleges
IDENTIFIERS- *State University of New York

The 1983 annual report of the State University of New York presents major statistical tables that array four student characteristics: age group, sex, level (undergraduate/graduate), and load (full- and part-time). Part 1 contains summary data for the entire system and each institution within the system. For each of the headcount tables, there is a corresponding table providing percent distribution arrays of the headcount data. Part 2 contains headcount and percentage arrays of students by age group for each institution and institution type. Tables are presented for undergraduates, graduates, and first-time students by load. Part 3 contains summarized historical trend data on all students from fall 1977 through fall 1983. In addition, trend data are grouped into section by level (undergraduate/graduate/first-time), and each level includes both headcount and percentage distributions for total, full-time, and part-time students. Additionally, age and sex trend data are displayed by level and load indexed to fall 1976. Two age groups are used to profile this trend data: those under 24 and those age 25 and over. Finally, tables show change and percent of change in the age and sex trends by level and load from fall 1978. (SW)

ED 249 881 HE 017 782

Academic Programs, Degrees and Other Formal Awards, Fall 1984. State University of New York.
State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
REPORT NO.- SUNY-OIR-15-84
PUB DATE- Sep 84
NOTE- 371p.
AVAILABLE FROM- State University of New York, Office of Institutional Research and Analytical Studies, Albany, NY.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Campuses; Classification; *College Programs; *Degrees (Academic); Doctoral Degrees; *Educational Certificates; Higher Education; *Majors (Students); Masters Degrees; Multicampus Colleges; Professional Education; School Location; *State Universities
IDENTIFIERS- *State University of New York

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *College Admission; *College Curriculum; Degrees (Academic); Foreign Countries; *Foreign Students; Grading; Graduate Study; Higher Education; International Educational Exchange; Secondary Education; *Student Placement; Study Abroad; Undergraduate Study
IDENTIFIERS- *Foreign Educational Credentials; *Jordan

The educational system of Jordan is described, and placement recommendations concerning students who want to study in the United States are presented. After describing the setting and structure of Jordanian education, attention is directed to curricula and enrollments, undergraduate student admissions, higher education, and graduate education and admissions. Jordanian schools are classified on the basis of support, level or cycle of operation, and curricula. Both government and private schools in Jordan often carry the designation of "college" in their names, even though they are only secondary schools. The curriculum in the elementary, preparatory, and secondary levels is essentially academic. Information is provided on the subjects taught and class periods per week assigned to them in the compulsory school cycle as well as in the academic secondary cycle for 1966-1967. Grading systems of the government secondary schools and the private schools are also considered, along with preparatory and general secondary education examinations. Brief information is also provided on specific colleges, including the University of Jordan and Bir-Zeit College. (SW)

ED 249 893 HE 017 795

Schuler, Peter
The Netherlands: A Study of the Educational System of the Netherlands and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.
SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.
REPORT NO.- ISBN-0-910054-79-7
PUB DATE- 84

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; Articulation (Education); College Admission; College Programs; Course Descriptions; Degrees (Academic); Educational Certificates; Elementary Secondary Education; Fellowships; Foreign Countries; *Foreign Students; Higher Education; International Educational Exchange; *Medical Technologists; *Occupational Therapy; *Physiology; *Student Placement; Study Abroad
IDENTIFIERS- *Foreign Educational Credentials; *United Kingdom

Medical laboratory science, occupational therapy, and physiotherapy programs in the United Kingdom (U.K.) are described, and guidelines concerning the academic placement of students from these programs who wish to study in U.S. institutions are provided. For each of the programs, attention is directed to the relevant professional bodies, career structure, academic program timetables, certificate and diploma programs, degree and advanced programs, and developments in professional training. Appendices include: a list of institutions offering approved programs in medical laboratory science, titles of theses for fellowships in medical laboratory science since 1968, an outline of a course on management of science departments, overseas qualifications accepted for registration of medical laboratory technicians by country, the syllabi for the intermediate and final examinations in medical laboratory science, a list of programs in the U.K. approved by the College of Occupational Therapists and Entrance Requirements for each program, approved syllabus for the basic diploma in occupational therapy, a list of physiotherapy training programs and syllabus of studies approved by the Chartered Society of Physiotherapy, and a list of requirements for the state registration of physiotherapists trained abroad. (SW)

ED 249 904 HE 017 813

The Costs of Higher Education to the Student and to the State at the Public Senior Colleges and Universities in South Carolina. A Study Submitted to the 1984 South Carolina General Assembly.
South Carolina Commission on Higher Education, Columbia.
PUB DATE- Feb 84
NOTE- 45p.

*Administrators; *Community Colleges; Educational Media; *Learning Resources Centers; Librarians; Media Specialists; Questionnaires; Salaries; State Surveys
IDENTIFIERS- Library Statistics; *New York

Data are presented from a survey of each of 30 New York State community colleges: Adirondack, Broome, Cayuga, Clinton, Columbia-Greene, Corning, Dutchess, Erie/City, Erie/North, Erie/South, Finger Lakes, Fulton-Montgomery, Genesee, Herkimer, Hudson Valley, Jamestown, Jefferson, Mohawk Valley, Monroe, Nassau, Niagara, North Country, Orange, Schenectady, Suffolk/East, Suffolk/Selden, Suffolk/West, Sullivan, Tompkins Cortland, and Westchester. Reported are figures for enrollment and faculty, the title of the chief administrative officer of the learning resources program and to whom this administrative officer reports, and the work year and bargaining unit of the administrator. A table indicates whether or not an administrator has responsibility for the following areas: library, media, media software purchase and rental, classroom delivery of hardware and software, photography, graphics, audio, video, computerized typesetting, in-house printing, administrative computing, management information systems, microcomputer labs, all college microcomputer labs, academic mainframe computer, computer assisted instruction, developmental education, academic programs, and other responsibilities. Full-time and part-time staff, faculty rank and status, salary issues, and benefits are displayed on a separate table. Also included are a profile of the chief administrative officer of SUNY community college libraries and learning resources centers, and salary ranges and number of staff in each range. The 32-item survey questionnaire is included. (LMM)

ED 249 918 IR 011 320

MicroSIFT Courseware Evaluations. Set 11 (223-259), Set 12 (260-293), and a Special Set of 99 LIBRA Reviews of Junior High School Science Software, Including Subject and Title Indexes Covering Sets 1-12 and Special Set L .
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 84
NOTE- 329p.; For previous documents in this series, see ED 226 765, ED 234 722, ED 239 606, and ED 245 666.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Classroom Research; *Computer Assisted Instruction; *Critical Path Method; Elementary Education; Hypothesis Testing; Intermediate Grades; Longitudinal Studies; *Microcomputers; *Planning; *Programing; Skills; Tables (Data); *Transfer of Training; Use Studies
IDENTIFIERS- *LOGO Programing Language; Process Measures

Findings are presented from two separate year-long longitudinal studies of the development of planning skills among school aged children in relation to learning LOGO programming, and a theoretical context is provided for predictions of greater improvement by the programming groups. In the first year, experimental groups comprised students in each of two classrooms in a private school in Manhattan. One classroom included 25 8- and 9-year-old children; the other consisted of 25 11- and 12-year-old children. The control groups were made up of students in the same grade level classrooms in the same school. Both experimental groups were administered a classroom chore-scheduling planning task. Process and product measures of planning skill revealed no benefits for students doing LOGO programming. The second experiment took place one year later in the same school in the same two teachers' classrooms. The second study comprised 32 students in each of the age groups of the first study. This time a microcomputer version of the task was implemented in which students gave commands to a robot to carry out the chores, and similar assessments of planning performances were collected online. Again, learning to program did not differentiate experimental from control group performances. Further tests of the programming transfer hypothesis are proposed. Data tables and references are included. (Author/THC)

ED 249 931 IR 011 359

Pea, Roy D.; Kurland, D. Midian
On the Cognitive Prerequisites of Learning Computer Programming. Technical Report No. 18.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 94p.; For related documents, see IR 011 338, IR 011 340, and IR 011 353.
CONTRACT- 400-83-0016
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

should be educated to keep pace with a rapidly changing, complex technological society; and what the roles of students and teaching personnel in the learning process should be. Institutions must prepare for high technology by having financial resources, expert personnel, equipment, instructional and faculty commitment, and short-range and long-range plans which are based on well-defined institutional needs, goals, objectives, and resources. This report includes a list of targeted questions on two topics: partnerships of educational institutions with business, and computer and telecommunications instruction. An extensive bibliography is provided. (LMM)

ED 249 945 IR 011 388

Bell, John
"TV's Sort of...Just There": Critical Television Viewing Skills.
PUB DATE- 84
NOTE- 26p.; For related documents, see ED 215 667-671 and ED 244 584-585.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Critical Thinking; *Curriculum Development; *Instructional Materials; *Mass Media Effects; Programing (Broadcast); Teaching Methods; *Television Curriculum; *Television Viewing
IDENTIFIERS- *Critical Television Viewing Skills Project

Television viewing is shaping all of us and especially young people, far more than we know, and perhaps more than we are shaping ourselves. On television Americans see a lot of alcohol consumption; few old people; and many policemen, doctors, lawyers, judges, and law-breakers, but few blue collar workers, artists, salespeople, clerks, or engineers. Television has provoked a wide array of responses from almost total embracement to total rejection, with teachers having generally sought a middle ground. The most authoritative guidance on how teachers should deal with television comes from a federal project to develop a four-level curriculum on critical television viewing, which resulted in the following materials: (1) a K-4 curriculum which includes materials for teachers, students, and families; (2) a middle-school text entitled "Critical Television Viewing: A Language Skills Work-a-Text"; (3) a high school textbook, "Inside Television: A

"On the Level". Formative Evaluation: Conflict/Feelings/Self-Concept. Research Report 71.

Agency for Instructional Television, Bloomington, Ind.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.; General Mills Foundation, Wayzata, Minn.; George Gund Foundation, Cleveland, Ohio.

PUB DATE- Apr 80

NOTE- 77p.; For related documents, see IR 011 401-408.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($20.00 for set of 8 reports).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Coping; *Educational Television; Emotional Response; Formative Evaluation; Health Education; Interpersonal Competence; Material Development; *Programing (Broadcast); Secondary Education; *Social Development; *Student Attitudes; Television Research; Television Viewing

IDENTIFIERS- *On the Level

This report describes the formative evaluation of the first three rough-cut instructional television programs for "On the Level," a series of 12 lessons dealing with personal and social growth for secondary school students. Results discussed are based on viewing three programs in a total of 36 classrooms at sites in Marylan[illegible] Tennessee, and Illinois: (1) Dealing with Conflict: "Face to Face"; (2) Accepting Feelings: "Behind the Scenes"; and (3) Developing Self-Concept: "Who Am I?" Following a description of the overall sample, data collection measures, data analysis, and field research procedures, results are reported for each program, including a summary, description of the overall sample results, and results of a teacher questionnaire and a student questionnaire, observation of students' reactions during viewing, and an analysis of the follow-up discussion, including a profile and a narrative summary. The responses of 20 teachers to the teachers' guide questionnaire are presented. Appendices contain teacher and student questionnaire data and the student questionnaire for each of the three programs. (LMM)

sites and contacts, the questionnaire on treatments (i.e., the initial sketch of a proposed storyline), the student questionnaire, and a graph of student interest ratings for each rough-cut program. (THC)

ED 249 972 IR 011 416

Solutions Unlimited: Evaluation of Prototype Units 1 and 3. Research Report 89.

Agency for Instructional Television, Bloomington, Ind.

PUB DATE- Aug 82

NOTE- 43p.; For other reports in this series, see IR 011 413-419.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Educational Television; Field Studies; Formative Evaluation; Intermediate Grades; *Material Development; Microcomputers; *Problem Solving; School Surveys; *Skill Development; Student Attitudes; Teacher Attitudes

IDENTIFIERS- Apple II; Courseware Evaluation

Solutions Unlimited is a computer/video project developed by the Agency for Instructional Television (AIT) in collaboration with a consortium of state, provincial, and local education agencies. The goal of the project is to improve the problem-solving skills of students in grades 6 through 8 through the use of brief instructional television vignettes and related microcomputer courseware. It will include eight lessons, each consisting of a brief video stimulus, a computer program, student worksheets, and a teacher guide. This report details the methods and findings of an extensive field study of prototype materials for lesson 1 ("Hey, Wait! Think, See, So?") and lesson 3 ("Time Management"). A total of 34 target-age students and 5 teachers participated in the evaluation. Synopses summarize the findings, pinpoint problems for each lesson, and offer recommendations for improving the courseware. Appendices include the lesson 3 observation form and teacher questionnaires for both lessons, with results and comments included on the forms. (Author/THC)

available through ERIC.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Libraries; Guidelines; *Library Administration; *Library Personnel; *Management by Objectives; *Personnel Evaluation; Program Descriptions; *Program Evaluation; Records (Forms); Staff Role
IDENTIFIERS- *McGill University (Canada)

The staff performance evaluation program of McGill University Libraries is based on a hierarchy of objectives in which individual and unit goals are compatible with department, area library, and overall library system goals. Individual goals and performance standards are formulated jointly by the staff member and his or her supervisor according to a prescribed procedure. Unit goals are developed by the work unit according to a similar procedure. Progress toward individual and unit goal achievement is evaluated every 6 months and a formal evaluation document is prepared annually by the supervisor and the staff member and placed in the staff member's personal file. Supervisors are trained in using goal development and evaluation worksheets to conduct individual and group meetings. This publication includes a description of the performance evaluation program, a supervisor's manual for performance evaluation containing a summary checklist of procedures, sample worksheets used in the evaluation procedures, information on the introduction of new staff to performance evaluation, and a sample 3-month probation report for library assistants. (ESR)

ED 249 987 IR 050 848

Gleaves, Edwin S.; And Others
Information Requirements of University Faculty. An Investigation into the Information Needs, Habits, and Attitudes of the Faculty of George Peabody College for Teachers of Vanderbilt University.
George Peabody Coll. for Teachers, Nashville, Tenn.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 84
NOTE- 186p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,

the university current collection development policies and procedures and to suggest changes as appropriate to ensure effective use of the library's and the university's resources. The committee first studied the history of collection development in the libraries and the environment in which collection development activities occur. The interim report included here presents the committee's findings in the following areas: environmental analysis (including university goals, research and instructional programs, fiscal factors, and publishing industry trends); history and description of the library collections (including developers of the collection, cooperation, and perceptions of collection strengths); and current collection development operating practices (including funding, staff positions and responsibilities, and objectives and goals). In the next phase, 14 staff members were assigned to 4 task forces charged with examining the allocation of materials funds, assessments of the library's collections, the development of collection policies, and organization and staffing for collection development activities. The reports of the task forces are included here. The study committee assessed and synthesized the recommendations of the task forces into 19 final recommendations which are presented in this final report. (THC)

ED 250 002 IR 050 871

Hudson, Heather E.; York, Lynn
The Growth of the Information Sector in Texas.
SPONS. AGENCY- Southwest Educational Development Lab., Austin, Tex.
PUB DATE- 25 May 84
NOTE- 26p.; Table 1 may be marginally legible due to small print.
  Paper presented at the Annual Conference of the International
  Communication Association (San Francisco, CA, May 25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; Educational Planning; *Educational Policy;
  Employment Opportunities; *Employment Patterns; Employment
  Projections; *Information Services; Information Utilization;
  *Institutional Characteristics; *Public Policy; State Government;
  Tables (Data)
IDENTIFIERS- *Texas

Using data on the growth of information related businesses in Texas in the period from 1971 to 1981, this paper analyzes and interprets

Addendum; (6) Document Acquisition and Selection Chart; (7) Agenda--Field Test Site Training; (8) Recordkeeping Forms, Explanatory Materials; (9) Full Text Documents (Guidelines for Processing); (10) Sensing Network Survey and Highlights of Results; (11) New Acquisitions Sources; (12) Journal Articles Compiled (Guidelines for Compiling); (13) Journal Articles Compiled (Guidelines for Processing); (14) Flyers, Letters, Explanatory Materials Used by Clearinghouses; (15) 25 Step Processing Plan; (16) Copyright Laws: Implications for ERIC; (17) Acquisitions Sources--List; (18) Sample Search Packet; (19) Client Telephone Interview Form; (20) Boulder Valley Information Packet; (21) Interview Form--ERIC Clearinghouse Directors; (22) Interview Form--Practice File Searchers; and (23) Statistics on NEPF Documents (Target Audience, Level of Availability, Number of Microfiche, Length, Type). (BBM)

JC

ED 250 016 JC 840 458

Latcham, Jack
Open Learning: Resource Allocation and Control. Coombe Lodge Working Paper. Information Bank Number 1610.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Mar 82
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Continuing Education; *Educational Finance; Enrollment; Financial Policy; *Independent Study; Postsecondary Education; *Program Costs; *Resource Allocation; Student Costs; Teacher Student Ratio
IDENTIFIERS- *Flexistudy; *Great Britain

In an effort to demonstrate that open learning can be accommodated within existing funding mechanisms in British colleges of further and higher education, this paper discusses issues concerned with determining the cost of Flexistudy and open learning delivery

PUB DATE- Oct 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Collective Bargaining; *College Faculty; *Community Colleges; Employment Practices; National Surveys; Personnel Policy; Policy Formation; Questionnaires; *State Legislation; Teacher Dismissal; *Tenure; Two Year Colleges

In summer 1984, a study was conducted to assess the current status of tenure in public two-year colleges. Surveys were mailed to state administrators of two-year college education, requesting information on the provision of statutory or customary tenure; the number of years of consecutive employment needed for becoming eligible for tenure; reasons for the dismissal of tenured faculty; the power of local boards to establish tenure policy; and collective bargaining. Study findings, based on responses from 43 states, included the following: (1) seven states provided statutory tenure and another four states reported that state governing boards made provision for statewide tenure policies; (2) among the 11 states with a statewide tenure policy, there was a range of 2 to 7 years in the number of consecutive years of employment needed to become eligible for tenure; (3) all 11 states with a statewide policy indicated that tenured faculty could be dismissed "for cause," e.g., immorality, misconduct in office, and incompetency; (4) in 17 states, local boards were employed to establish a tenure policy for their college; (5) 19 of the 31 states that did not have a statutory tenure policy indicated that customary or traditional tenure was practiced; and (6) 11 states reported that contractual tenure was permitted in collective bargaining contracts. The survey instrument is appended. (LAL)

ED 250 030 JC 840 559

Kramer, Billie Willits
Institutional Units and Campuses with Faculty Collective Bargaining Agents. Special Report #12: Update.
Academic Collective Bargaining Information Service, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Apr 80
NOTE- 37p.; Publication of the Project on Educational Employment

Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine.

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 36p.; For related documents, see JC 840 576-584.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); College Role; *Community Colleges; *Evaluation Criteria; Evaluation Methods; *Governing Boards; *Institutional Evaluation; Self Evaluation (Groups); *State Standards; Two Year Colleges
IDENTIFIERS- *California; *Statewide Priorities

One of a series of papers resulting from a Fund for the Improvement of Postsecondary Education (FIPSE) project to improve planning and evaluation in community colleges, this working paper is intended for use by 20 community colleges in California undergoing accreditation self-studies during 1982-83, who were asked to evaluate their performance with respect to statewide priorities and standards. Following introductory material describing the paper's background and the FIPSE project, the purposes of the working paper are delineated. Next, nine statewide priorities are presented, relating to the following concerns: (1) open admissions; (2) opportunities for individual enrollment determined by student readiness and willingness to learn; (3) instructional excellence and balance; (4) high quality, articulated transfer programs; (5) preparation for gainful employment through degree programs, short-term programs, and joint programs with business; (6) student guidance and support services; (7) remedial education; (8) continuing and community education programs; and (9) responses to local needs through community services. The next section contains guidelines for institutional evaluation with respect to each of the priorities. Next, examples are provided describing hypothetical evaluations of three statewide priorities by three districts, reflecting an approximation of real conditions and a possible analysis and problem identification process. A discussion of the Board of Governors of the California Community Colleges' role in evaluation is appended. (LAL)

Cognitive Development; *Developed Nations; *Early Childhood Education; Educational Facilities; Educational Theories; Foreign Countries; Health Education; Physical Education; Play; *Preschool Children; *Preschool Education; Preschool Teachers; School Organization; Social Development; Special Education; Teaching Methods
IDENTIFIERS- *Czechoslovakia; Europe; Ideology; United States

Reviewing papers on a wide range of issues, this bibliography contains annotations for 794 articles excerpted from 86 journals published in Czechoslovakia, socialist countries, and capitalist countries. Following a brief explanation of future changes planned for the publication, Part I groups articles under the headings (1) Social and Ideological Basis of Preschool Education; (2) Theoretical Basis of Preschool Education; (3) Organization of Preschool Education; (4) Educators of Preschool Children; (5) Play; and (6) Preschool Teaching. Part II lists articles under the heading Preschool Teaching and contains the following additional categories: (7) Care of Health and Physical Education; (8) Social and Emotional Development, Moral Education; (9) Language and Language Education; (10) Intellectual Development, Intellect Education; (11) Aesthetic Education; (12) Education of Children Requiring Special Care; and (13) Environment Surrounding the Child: Buildings, Playgrounds, Equipment, and Facilities. Annotations range in length from 50 to 250 words.(CB)

ED 250 057 PS 014 132

Margot, Charlene; Armstrong, Nancy
Computers for the Preschool: Beyond the Basics.
PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Field Tests; Guidelines; *Learning Readiness; Microcomputers; Motivation; Nursery Schools; *Preschool Children; *Preschool Education; Problem Solving; Reading Readiness; Self Esteem
IDENTIFIERS- Mathematics Readiness; *Software Evaluation

Advocating preschool children's introduction to microcomputers, this document describes the advantages of computer learning for the child, academic skills that can be taught, results of an experiment findings and recommendations. RAP profiles and state education agencies' impressions of the individual projects in the RAP network are appended. (RH)

ED 250 070 PS 014 628

Households, Families, Marital Status, and Living Arrangements: March 1984 (Advance Report).

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- Aug 84

NOTE- 11p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-001-90790-9, $1.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Census Figures; Children; Demography; *Family (Sociological Unit); Family Characteristics; *Family Size; *Family Structure; Heads of Households; *Marital Status; One Parent Family; *Population Trends; Tables (Data)

IDENTIFIERS- *Census Bureau Current Population Survey

This advance report presents results of the current population survey (March 1984) on households, families, marital status, and living arrangements. Tables give information on (1) one-year changes in households and families, by type (1980-1984); (2) households by type (1970, 1980, 1984); (3) average population per household and family (1940-1984); (4) characteristics of unmarried-couple households (1970, 1980, 1984); (5) persons age 15 years and over and percent never married, by age and sex (1970, 1980, 1984); and (6) household and family units, by type (1940-1984). (AS)

ED 250 071 PS 014 631

Upitis, Rena

Children's Understanding of Rhythm: The Relationship between Development and Musical Training.

A study was conducted to compare experiential features of mother/toddler interaction and maternal perception of toddler temperament in two ethnic groups: Chinese-Americans and European-Americans. Subjects were 16 mother/toddler dyads with five girls and three boys in each group matched for sex, age, and birth order. Caucasian mothers were native-born Americans of European background with high school educations; their husbands worked in nonprofessional occupations. Chinese mothers were of Cantonese background with an average of 7 years residence in the United States and 10 years of schooling; none was fluent in English and all spoke Cantonese in the home. A teaching/learning task and a free-play session were videotaped in the subjects' homes. Toddler temperament questionnaires were completed by mothers after the home visit. In general, findings suggest that during toddlerhood the Caucasian mother/child system affords children considerably more experience as self-assertive agents than does the Chinese system. Chinese toddlers' experience during interactions can be described as comparatively passive. However, Chinese mothers seem to perceive their toddlers as relatively noncompliant and appear to have a greater sensitivity to resistant behavior; their interaction styles impose considerable limitations on child autonomy. Despite Chinese mothers' tendency to assess their toddlers as less adaptable, most of these mothers gave their toddlers global ratings of "easier than average." (RH)

ED 250 085 PS 014 661

Davis, Esther Payne
Communicating, Understanding and Coping: For Children and Adults.
PUB DATE- 82
NOTE- 51p.
AVAILABLE FROM- P.P.I.-Publishing, P.O. Box 335, Centerville, OH 45459 ($3.29, plus $1.00 shipping and handling; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Children; *Communication Skills; Conflict; Daily Living Skills; Guidelines; *Parent Child Relationship; Parent Education; *Parenting Skills; *Parents; Total Communication

Written to help parents and children recognize the importance of described in part III in terms of the extension of conservation, seriation, classification, concepts of number and time, concrete thinking, verbal problems, hypothetical problems, proportions, combinatorial logic, and applications to primary school children's social concepts. Educational implications are also discussed. In part IV, adolescents are discussed with reference to the egocentric idealistic crisis; combinatorial logic; hypothetical deductive thinking; impression formation; use of symbols for symbols; and, very briefly, thought beyond formal thought. (RH)

ED 250 099 PS 014 675

Katz, Lilian G.
More Talks with Teachers.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 94p.
CONTRACT- 400-83-0021
AVAILABLE FROM- ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Cat. No. 198, $5.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Child Caregivers; Cognitive Development; Day Care; Discipline; Early Childhood Education; Elementary School Teachers; Emotional Development; *Ethics; Individual Development; Inservice Teacher Education; Kindergarten; Mothers; Parent Role; *Preschool Children; *Preschool Teachers; Social Development; *Teacher Education; Teacher Role; Teacher Supervision; Young Children
IDENTIFIERS- *Professionalism

This book presents five papers that address a variety of issues confronting those who work directly with young children and their teachers. The first three articles present ways of thinking about what constitutes professionalism in working with children and parents. Specifically, "Contemporary Perspectives on the Roles of Mothers and Teachers" examines the distinctions between the

ED 250 113   RC 014 887

Hobbs, Vicki
Contract Vocational Education: The Missouri Model.
Mid-Continent Regional Educational Lab., Inc., St. Louis, MO.
PUB DATE- Nov 83
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Career Awareness; Career Counseling; *Competency Based Education; Consortia; Contracts; Cooperative Programs; *Field Experience Programs; Guidelines; Program Descriptions; *Rural Education; *School Community Relationship; Secondary Education; Vocational Education
IDENTIFIERS- *Contract Vocational Education; *Missouri; Uncertified Teachers

The Salem-Steelville-Potosi Consortium, located in rural, southeastern Missouri, began its involvement with Contract Vocational Education (CVE) in 1979 and after 15 semesters, 234 contracts had been negotiated with 193 students and over 100 businesses. A prior dropout study had shown the schools that most of their dropouts had limited career aspirations and needed vocational awareness and training. Faced with the usual major impediments to expanding vocational programs in smaller rural schools, the consortium turned to CVE, a program in which local businesspersons contract with schools and families to provide students with specific occupational training at business sites. The training is based on predetermined, competency-based, and individualized performance criteria. Community Occupational and Training Counselors provide low aspiration juniors with competency-based career counseling so that they are eligible for CVE training placement during their senior year. A recent follow-up study showed that of 239 graduated participants, only 18 were unemployed (a rate roughly one-sixth that of their age peers who had not participated in CVE). Following the history of CVE and how it operates, unique aspects and advantages of CVE are listed. The benefits of community-school interaction and consortium arrangements are discussed. Guidelines are provided on adopting the CVE concept. Twelve appendixes contain examples of contract, agreement, survey, and assessment forms. (BRR)

New York State Legislative Commission on Rural Resources, Albany.
PUB DATE- 26 Jan 84
NOTE- 32p.; One of nine reports from the Statewise Legislative Symposium on Rural Development (1st, Albany, NY, October 5-7, 1983). For the other reports from this Symposium, see RC 015 006-013.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)
DESCRIPTORS- *Community Development; Community Resources; Community Services; Financial Support; *Housing Needs; Housing Opportunities; Long Range Planning; Population Growth; Problems; Public Policy; *Rural Areas; *Rural Development; Rural Population; Statewide Planning; Tables (Data); *Trend Analysis; Urban to Rural Migration
IDENTIFIERS- *Goal Setting; *New York

The First Statewide Legislative Symposium on Rural Development reported that, while community facilities and housing are vital to the successful growth and renewal of New York's rural areas, these requirements are not being met for many rural communities. Rural population influxes have caused escalating costs for maintenance and improvement of local road, water and sanitation services, schools, and other public services, resulting in increased costs of living, higher taxes, and squeezes on local government budgets and housing and affecting low-wage earners and the elderly disproportionately. Bright spots in New York's rural housing situation include availability of land at affordable prices, good existing housing stock, high percentage of owner-occupancy, presence of banks capable of lending, and a sense of community and shared commitment to its well being. Realizing the goal of a comprehensive data base for rural communities that will enhance ability to compete for federal, state, and private support of community facilities and housing, and finding solutions to public policy issues such as how to prevent urban solutions from being misapplied to rural problems may lead to equitable assistance to rural New York communities. (NEC)

ED 250 128 RC 015 010

Rural Health Care in New York State: A Preliminary Report.
New York State Legislative Commission on Rural Resources, Albany.
PUB DATE- 1 Feb 84
NOTE- 39p.; One of nine reports from the Statewise Legislative

ED 250 141 RC 015 027

Belknap, Larry K.; Rickards, William
Parental Feedback in the Evaluation of a Camp for Disadvantaged Children: The Camp Limberlost Project.
PUB DATE- 1 Mar 84
NOTE- 21p.; Paper presented at the American Camping Association National Convention (San Diego, CA, February 27-March 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Camping; Data Collection; *Disadvantaged Youth; Elementary Education; Evaluation Methods; Feedback; Outdoor Education; *Parent Attitudes; Program Development; *Program Effectiveness; Program Evaluation; *Resident Camp Programs; *Student Development; Tables (Data)
IDENTIFIERS- *Camp Limberlost IL

To examine the impact of Camp Limberlost, a two-week residential camp for socially and economically disadvantaged children, various methods were used to obtain evaluation data in the form of parental feedback on the 1982 and 1983 camps. The four research objectives were (1) to identify changes in children resulting from the camp experience, (2) to involve the parent in the assessment of the child's experience, (3) to identify areas for improvement in camp management and operation, and (4) to determine the effectiveness of the various techniques of data collection. It was found that parental feedback was of most use in evaluating the camp's effects. Data were collected by means of post card surveys and home interviews. The results of both 1982 and 1983 surveys were highly positive. Home interviews in 1982 were not very supportive, perhaps because of time lapse and inadequacies of the interview instrument; however, more extensive and positive results were obtained from 1983 interviews. Study recommendations include the use of multiple sources for data to compare results, collection of information on camper activity preferences, and planning of brief interviews. Appended charts and tables describe camper characteristics, preferences, perceptions, and parental feedback. (MM)

ED 250 142 RC 015 028

PUB DATE- Mar 83
NOTE- 24p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (17th, Toronto, Ontario, March 16-19, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; *English (Second Language); *Foreign Students; Higher Education; Material Development; *Orientation Materials; Private Colleges; Program Descriptions; *School Orientation; *Student Developed Materials; Universities; *Videotape Recordings
IDENTIFIERS- Georgetown University DC

One part of the foreign student orientation program at Georgetown University is a videotape production written and acted by students of English as a second language (ESL). The production's two-year development began as a class project in an advanced ESL oral language class. Students discussed the problems of foreign students, organized their ideas into an outline, and wrote a script. Many problems arose at this stage, including linguistic problems of difficulty level, style, and dialog transfer; some technical problems; a move of the academic division; and editing of both the script and the videotape. The production sequence included casting, rehearsals, taping, and editing, each requiring a number of processes and considerations. For institutions without the technical facilities needed for this kind of production, alternatives include slide presentations, student tours guided by ESL students, and directed student discussion with new students. While no special effort was made for the students involved in this production to learn additional English, their language skills did improve considerably during the project's duration. (MSE)

ED 249 770 FL 014 594

Exploring Languages and Cultures--An Exploratory Foreign Language Course. A Guide for Teachers.
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
PUB DATE- 82
NOTE- 181p.; About half of the document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

The acquisition of several word formation devices in American Sign Language (ASL) by deaf children learning ASL as a native language focused on some devices analogous to word formation devices in spoken languages (compounding, affixation, and derivation) and some in ASL that may not have counterparts in spoken languages. They were examined using two tests, one requiring the subjects to produce a new name for something given a verbal description of its function, and one calling for a new name for an invented item whose picture is provided. The tasks not only test the applicability of several proposed principles of the acquisition of word formation (semantic transparency, formal simplicity, productivity, and conventionality), but also reinforce the importance of using several tasks for revealing a variety of processes. Results indicate that specific tasks call for specific word formation processes to be used, and they are acquired following the principles of formal simplicity and semantic transparency. The results also suggest that tasks involving verbal description of stimuli call for word-based morphological devices while nonverbal pictorial presentation of stimuli calls for word formation devices that are not word-based, at least for a visual language. (Author/MSE)

ED 249 784 FL 014 610

Jackson, Catherine A.
Which Is MINE/mine? Acquisition of Possessives in ASL and English.
Stanford Univ., Calif. Dept. of Linguistics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Sep 84
NOTE- 9p. In: Papers and Reports on Child Language Development, Volume 23, p66-73 Sep 1984.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Sign Language; Bilingualism; Case Studies; *Child Language; *Error Patterns; Form Classes (Languages); *Language Acquisition; Learning Processes; Oral Language; Preschool Children; *Pronouns
IDENTIFIERS- *Possessives

A case study was undertaken to examine the influence of one aspect of signed grammar, transparency of reference of some signs, on the

encounter linguistic difficulties related to vagueness of lexical distinctions, lack of competence in performance, interference between languages and the use of nonnativelike strategies, and phonomorphological incompetence, resulting in delayed linguistic development. It was also found that these children had more difficulty with language-based subjects than with mathematics and other technical subjects and that many of the children had limited flexibility and cognitive development and had not reached the level of bilingualism at which they can begin to attain its benefits. A bilingual educational system is recommended for Gibraltar to accommodate the bilingual community. (MSE)

ED 249 798 FL 014 626

Labarca, Angela; Khanji, Rajai
Beginning French - Interactants' Communication Strategies.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Communication Skills; Comparative Analysis; *French; Higher Education; *Interviews; Introductory Courses; *Second Language Learning; *Teaching Methods; Videotape Recordings
IDENTIFIERS- Communication Strategies; *Strategic Interaction; *Total Physical Response

A study of the communication strategies used by beginning language learners and their interviewers centered on the analysis of videotaped interviews of 53 beginning French students at the University of Delaware. The students had been instructed by either the total physical response or the strategic interaction method. Observed communication patterns were rated according to the American Council on the Teaching of Foreign Languages/Educational Testing Service scale for the oral performance of elementary students. The results were statistically analyzed, and the findings showed that the higher the student's proficiency rating, the lower his use of communication strategies was. The method of instruction was also found to have an important effect on the students' and interviewers' use of French and on the students' proficiency rating. Students instructed by the strategic interaction method received significantly higher proficiency ratings and used fewer communication strategies to impart meaning. Interviewers reacted to

de Charruf, Laurie Frey
Oral Testing.
PUB DATE- Aug 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Communicative Competence (Languages); *English (Second Language); Language Proficiency; *Language Tests; Scoring; *Second Language Instruction; *Speech Skills; Testing Problems
IDENTIFIERS- *Oral Proficiency Testing

Oral tests for speaking skills evaluate two major skills: linguistic competence, including accuracy of pronunciation, vocabulary, and structure, and communication ease. Four factors affect students' oral performance: verbal intelligence, short-term auditory and visual memory, sound-symbol association skill, and grammatical analysis. Personality also affects test performance. Oral exams come in a variety of formats and types, and these differences may affect student output. Students need continuous feedback on their oral skills, which can be done by frequent in-class evaluation or a series of short speaking tests. Regular oral test formats can be indirect (including story retelling, cloze procedure, description of events, marking a picture, and reading aloud), or direct, which are closer to real life situations and use another person as a stimulus for response (including mock lectures, interaction in groups, role-playing, and oral interview). Both direct and indirect tests are usually administered by two examiners, with either simultaneous or delayed scoring, either of which requires human participation. Scoring methods are sometimes controversial because of difficulties in assessing certain criteria. Several rating scales are currently in use. A variety of problems are associated with oral testing, including validity, practicality, and lack of trained evaluators, but the need for it remains. (MSE)

ED 249 813 FL 014 642

Justen, Edward F.
The Missing Link in ESL Teacher Training.
PUB DATE- Aug 84
NOTE- 15p.

professional subspecialty and subunit (e.g., peer advising, undeclared students). Such staff people are generally unaware of others and duplicate what others are doing. On the second level are staff whose primary identification is to the entire student enterprise. They function cohesively, securely, and cooperatively. Finally, advisers at the third level of staff development are the most effectively and conceptually linked with others, because their programs are interwoven with the bulk of the institution's goals that extend beyond the realm of support services. This three-level scheme is used to assess the level of professional development or functioning suggested by programs presented at the 1983 meeting of the National Conference on Academic Advising. It is judged that 46 percent of the conference presentations were intended for an audience functioning at level 1, while 39 percent were designed for a level 2 audience, and 15 percent was directed toward the interests of a level 3 audience. Implications for the field of academic advising are noted. (SW)

ED 249 827 HE 017 706

Saunders-Hamilton, Tanya R.
Inventory of International Education Activities at Southeast Florida Colleges and Universities.
Southeast Florida Educational Consortium, Miami.
PUB DATE- Jun 84
NOTE- 86p.
AVAILABLE FROM- Southeast Florida Educational Consortium, 11011 S.W. 104th Street, Miami, FL 33176.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Programs; College Second Language Programs; Contracts; Credit Courses; Educational Certificates; Enrollment Trends; Financial Support; Foreign Countries; *Foreign Students; *Geographic Regions; Grants; Higher Education; Institutional Characteristics; *International Education; Noncredit Courses; Questionnaires; Student Exchange Programs; Study Abroad
IDENTIFIERS- *Florida; Florida (Southeast)

Information concerning international education activities at 15 Southeast Florida colleges and universities is presented. Twelve of

ED 249 841 HE 017 727

Tangri, Sandra S.

The Women's Lifepaths Study: The Course of Role-Innovation over 14 Years.

PUB DATE- 84
NOTE- 5p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Employment Experience; *Family Life; *Females; *Graduate Surveys; Higher Education; Longitudinal Studies; *Nontraditional Occupations; Occupational Aspiration; Vocational Followup

Results of a longitudinal study of career development and associated life changes are reported for a sample of women in the Michigan Student Study. Data were collected in 1967, 1970, and 1981. The sample was stratified according to the traditionality of the occupation that the women said they intended to enter. "Traditionality" was defined in terms of the proportion of women in the occupation. One-third were role "innovators" who chose occupations in which women were represented at less than their proportion in the civilian labor force (30 percent). One-third were "traditionals" who chose occupations in which women constituted more than half of the labor force. And one-third were "moderates" who chose occupations in which the work force was between 20 and 50 percent female. Findings include the following: women who were role-innovators in 1981 had achieved higher levels of education and showed many of the work-related characteristics of the 1967 role-innovators (i.e., with respect to employment, salary, career progress, job characteristics, and job difficulties). For role-innovators, there was strong continuity and carrying out of intentions with respect both to occupational plans and to marital and family plans. (SW)

outcomes. Information is included on the background and goals of the SSDS program and the design and major findings of a previous base-line study. The study questionnaire is appended. (SW)

ED 249 854 HE 017 740

Fowlkes, Diane L.; And Others

Sex Equity in the Liberal Arts and Sciences: Policy Implementation via Gender-Balancing the Curriculum in Southern Institutions of Higher Education.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 31 Dec 82

NOTE- 44p.

GRANT- G007901140

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- Change Strategies; *College Curriculum; College Science; *Conferences; Curriculum Development; *Educational Policy; Geographic Regions; Higher Education; Influences; *Interdisciplinary Approach; Liberal Arts; Program Effectiveness; Scholarship; *Sex Fairness; *Womens Studies

IDENTIFIERS- *United States (South)

The effects of a conference that was designed to promote scholarly communication on gender-balancing the liberal arts and sciences curriculum are analyzed. The conference, "Southern Scholars on Women," was held at the Georgia State University, March 4-7, 1981, as part of a project funded by the Women's Educational Equity Act Program. "Gender-balancing" is another term for "mainstreaming women's studies," or integrating the new scholarship on women into the curriculum. Courses focusing on women are being introduced to colleges and accepted as part of the curriculum, and faculty are integrating the new scholarship on women into courses that do not focus on women. Implementers of gender-balancing attended the conference, and developments at their campuses were assessed. In the southern region of the country, there appears to be an increasing number of courses that focus on women or include material on women in the various disciplines. The gender-balancing conference appears to have provided knowledge and inspiration for accelerated gender-balancing activities by campus implementers. The types of organizational models of policy implementation involved

NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; Career Ladders; Change Strategies; *College Faculty; *Equal Opportunities (Jobs); *Females; Graduate Students; Higher Education; Mentors; Psychology; Role Conflict; Role Perception; *Sex Discrimination; Social Networks; *Vocational Adjustment; *Women Faculty

Potential pitfalls for women pursuing academic careers in psychology as they make the transition from graduate student to assistant professor are discussed, along with ways to avoid or minimize some of these difficulties. Basic statistics on women's representation in the profession are examined, including two common explanations of the data. Attention is focused on the role changes that accompany the transition from student to faculty member. It is argued that the professional role becomes increasingly incompatible with feminine sex-role expectations. A structural explanation for problems faced by women incorporates ideas about stereotypic sex-roles. The personal explanations center on reasons women themselves are not able to successfully climb the academic ladder. Major difficulties potentially faced by women include role conflicts, lack of support, and discrimination. Potential solutions involve adapting a personal strategy, changing the existing setting, and/or seeking out alternative settings (structural strategies). Barriers that may exist in graduate school include a paucity of female mentors and a lack of support for career development. After acquiring an academic job, problems may arise with affirmative action, networking, and sexual harassment. (SW)

ED 249 868 HE 017 769

Schulz, H. J.
Higher Education in the German Democratic Republic. Monographs on Higher Education.
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for higher Education.
REPORT NO.- ISBN-92-3-102186-9
PUB DATE- 83
NOTE- 82p.

Data on academic programs, degrees, and other formal awards offered by State University of New York (SUNY) institutions are presented in three different formats. Part 1 is in campus order and provides a listing of academic programs and degrees offered by each campus. Part 2 lists program names and indicates the campuses that offer the program. The awards available at each campus are listed beside the campus name. Part 3 is essentially an alphabetical index that links program names with taxonomic categories. Twenty taxonomic groups, or clusters of programs, provide a way to order the large number of academic programs and diverse subject matters. The taxonomy makes no distinctions based on level of study. These differences are indicated in parts 1 and 2 where the awards available are listed with the program name. The award levels are as follows: undergraduate certificates and diplomas, associate degrees, bachelor's degrees, master's degrees, doctoral degrees, first-professional degrees, and graduate certificates. A map with locations of SUNY institutions and a listing of the dates of establishment of SUNY institutions are included. (SW)

ED 249 882 HE 017 783

Mainstreaming Continuing Professional Education: A Conceptual Approach and an Empirical Study.

Kellogg Foundation, Battle Creek, Mich.; Pennsylvania State Univ., University Park.

PUB DATE- Apr 84

NOTE- 79p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Change Strategies; Cooperative Programs; Higher Education; Professional Associations; *Professional Continuing Education; *Professional Education; *Program Development; *Teacher Attitudes

IDENTIFIERS- Continuing Professional Education Development Proj; *Pennsylvania State University

An approach to continuing professional education, which was used by the Continuing Professional Education Development Project at Pennsylvania State University, is discussed in two papers. The project established alternative approaches to program development and delivery, based in part on a practice orientation to program

NOTE- 206p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. Some appendix material may be marginally legible due to small print. For other titles in this series, see HE 017 786.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036 ($4.00)

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Articulation (Education); *College Admission; Degrees (Academic); Elementary Secondary Education; Foreign Countries; *Foreign Students; Grading; Higher Education; International Education; International Educational Exchange; Nursing Education; Records (Forms); *Student Placement; Study Abroad; Teacher Education; Technical Education; Vocational Education

IDENTIFIERS- *Foreign Educational Credentials; *Netherlands

The educational system of the Netherlands is described, and placement recommendations concerning students who want to study in the United States are presented. After a consideration of the legal and financial bases of Dutch education and the country's educational structure, the various educational levels and types of schooling are discussed: preprimary, primary, and special education; secondary education; higher vocational education; teacher education; nursing education; university education; and international education. Guidelines are included on: stratification in Dutch education, Dutch credentials, examinations, grading practices, and conversion to U.S. units of credit. Placement recommendations are provided for each level/type of schooling. Appendices include a list of higher education institutions that offer programs recognized by the government as of 1983. In addition to the address, each institution is identified by educational sector and by the types of programs offered. Reproductions of sample transcripts, diplomas, and other credentials are also appended, along with a list of abbreviations and acronyms, a glossary, a list of references, and an index. (SW)

ED 249 894 HE 017 796

Kennedy, Patrick J.

AVAILABLE FROM- South Carolina Commission on Higher Education, Rutledge Building, 1429 Senate Street, Columbia, SC 29201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Comparative Analysis; Enrollment Trends; *Expenditure per Student; Fees; Financial Policy; Higher Education; *State Aid; *State Colleges; State Universities; *Student Costs; Teacher Salaries; *Tuition
IDENTIFIERS- College Costs; *South Carolina

The costs to students and to the state of South Carolina of public senior colleges and universities are considered, along with tuition and fee policies in the Southern Regional Education Board (SREB) states, and state support for higher education in the SREB states. Most SREB states have experienced tuition and required fee increases over the past several years. The majority of the states have attempted to control fee increases by establishing a uniform fee structure according to types of institutions. A uniform fee structure for educational and general (E&G) operations is necessary if South Carolina is to eliminate the disparity in tuition and required fees among its institutions. Five recommendations by the South Carolina Commission on Higher Education to eliminate these disparities are offered. Information is included on: state appropriations per full-time-equivalent student in the SREB states, 1980-1981 to 1982-1983; faculty salary averages in the SREB states; resident, full-time undergraduate tuition and fees at selected major state universities, 1981-1982, 1983-1984; South Carolina educational appropriations, 1974, 1980, and 1983; state support for higher education in 1983-1984 dollars; fall headcount enrollments; and E&G fees as percent of total required tuition and fees. (SW)

ED 249 905 HE 017 814

Batell, Susan; And Others
College of Saint Teresa: Design for Choicemakers. An Operations Manual for Faculty and Staff.
College of St. Teresa, Winona, Minn.
PUB DATE- 1 Jun 83
NOTE- 235p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Educational Games; Evaluation Criteria; Instructional Materials; *Microcomputers
IDENTIFIERS- Computer Games; Courseware Evaluation; *Courseware Reviews; *MicroSIFT

This document consists of 170 microcomputer software package evaluations prepared by the MicroSIFT (Microcomputer Software and Information for Teachers) Clearinghouse at the Northwest Regional Education Laboratory. Set 11 consists of 37 packages. Set 12 consists of 34 packages. A special unnumbered set, entitled LIBRA Reviews, treats 99 packages designed for Junior High School Science courses. Each software review lists source, cost, ability level, subject, topic, transfer medium, required hardware, required software, instructional purpose, instructional techniques, documentation, instructional objectives (stated), instructional prerequisites (inferred), content, structure, estimated student time required, potential uses, major strengths, and major weaknesses. An evaluation summary rates each package on 21 criteria. The titles of the packages evaluated in sets 11 and 12 are as follows: Algebra Drill and Practice II; Alien Action; Basic English Skills--Sentences; Basic Number Facts (PLATO); Basic Programming; Capitalization Plus; Classify; Cloze-Plus, Level H; Computer Literacy Adventures of the Lollipop Dragon; Creating Your Own Greeting Cards; Diascriptive Reading I; Early Games for Young Children; Early Games--Fraction Factory; Early Games--Matchmaker; Early Games--Music; Early Games--Piece of Cake; Electric English Lessons; Floppy Teaches Same and Different; Floppy Teaches What Is Missing; Introductory Algebra; Key Lingo; Keyboarding for Information (PLATO); Logic and Euclidean Geometry; Logic Gates; Math 1-2-3 Four Pack--Counting; Mathfish; Processing Power Program, Level E; Quizagon; Rails West!; The Reef of Gold; Scholastic Spelling--Levels 3-6; Special Products and Algebraic Factors; Speed/Bingo Math; Stickybear ABC; The Medalists--States; U.S. Constitution Tutor; and Vectors and Graphing, Volume 1; Alabama Arcade; Alligator Alley; Beginning Composition; Budgeting Simulation; Budgeting Tutorial; Charged Particles II; Circuit Lab; Composition Strategy; Electronic Blackboard Series: Alabama; The Electronic Study Guide -- System of Equations and Inequalities; Four-Letter Words; Idea Invasion; Kinematics II; Letter Man; Number Bowling/Space Journey; Numeration 1; Numeration 2; Nutrition Simulation; Nutrition Tutorial; Orbit II; Picnic; Projectiles II; Pyramid Puzzler; Ship Ahoy/Word Scramble; Star Maze; Tellstar; That's My Story; Tribbles; Typing Strategy; Vector Addition II; Wave Addition II; Wiz Works; Mathematics Life Skills, Volume 2: World of Work; 50 Defense vs Run. (LMM)

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aptitude; Aptitude Tests; *Cognitive Processes; Computers; *Computer Science Education; Literature Reviews; *Programing; Research Needs; *Skill Analysis; *Skill Development

This report explores the complex agenda of issues, promise, and problems that building a developmental science of programming entails and emphasizes the need to highlight different types of programming and programmers, the different cognitive subtasks involved in programming, and the social character of many programming efforts. An introduction discusses microcomputer use in schools, and problems with questions of the "cognitive demand of programming." Background issues addressed include the definition of computer programming, levels of programming skill development, the demands of learning to program, and programming as a cognitive activity. Theories of cognitive subtasks involved in programming are summarized, and the following subtasks are specifically discussed: understanding the problem, designing/planning the program, coding a program, and comprehending and debugging a program. Studies are reviewed that relate to programming skills development, the definition of a core of programming knowledge, and programmer aptitudes and abilities. Conclusions point out the narrow forces of existing research, the impossibility of separating "demand" questions from goals, the necessity of focusing on goals of computer education, individual versus social aspects of programming skills, and the limits of instructability of programming concepts/actions. A 37-page bibliography is included. (LMM)

ED 249 932 IR 011 360

Mawby, Ronald; And Others
Structured Interviews on Children's Conceptions of Computers. Technical Report No. 19.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
PUB DATE- Feb 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Concept Formation; Elementary Education; *Microcomputers; *Models; *Programing; Programing

Guide to Critical Viewing"; and a postsecondary/adult textbook, "Television Literacy: Critical Viewing Skills." Although several indicators point to the rapid demise of curricula on critical television viewing skills, such skills have not been completely forgotten. Television should be studied as an element in a broad cultural context, across all curricula. Four reference notes are listed. (LMM)

ED 249 946 IR 011 390

Carrozza, Fay; Jochums, Brenda
"ThinkAbout" Cluster Evaluation: Collecting Information.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Apr 79
NOTE- 305p.; For related documents, see IR 011 390-398.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($5.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Television; Elementary Education; Field Tests; *Information Seeking; Intermediate Grades; Interviews; Language Arts; Observation; *Problem Solving; Questionnaires; *Skill Development; *Teacher Attitudes; Television Research; *Television Viewing; Use Studies
IDENTIFIERS- *ThinkAbout

This comprehensive field test report describes a 1978 impact evaluation of the 3-program "Collecting Information" cluster of ThinkAbout, a series of 60 15-minute instructional television programs for fifth and sixth graders designed to strengthen reasoning skills and review and reinforce language arts, mathematics, and study skills. The ThinkAbout Project and the specific Collecting Information cluster (one of 13 in the series) are explained, as well as the design and implementation of the field test, which assessed the classroom process, student outcomes, and teacher reactions. On the basis of data gathered through observations, questionnaires, story problems, and interviews, it was concluded that classroom use of the cluster met the project expectations. Appendices contain the teachers' guide materials and data collection instruments used in the field test, cognitive structure and multidimensional scaling techniques, agenda for observer training sessions, analysis of variance tables for student

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.

Agency for Instructional Television, Bloomington, Ind.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.; General Mills Foundation, Wayzata, Minn.; George Gund Foundation, Cleveland, Ohio.

PUB DATE- May 80

NOTE- 48p.; For related documents, see IR 011 401-408.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($20.00 for set of 8 reports).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Coping; *Educational Television; Emotional Response; Formative Evaluation; Material Development; *Programing (Broadcast); Secondary Education; *Social Development; *Stress Management; *Student Attitudes; Television Research; Television Viewing

IDENTIFIERS- *On the Level

A formative evaluation was conducted of the instructional television program "Brad's Journey through Stress," from the Coping with Stress unit of "On the Level," a series of 12 lessons designed to aid secondary school students in dealing with personal and social growth. The evaluation involved 291 students in 9 classes in California and Canada. Data collection measures in California included development of a post-viewing discussion narrative and discussion profile, evaluator-led discussion/narrative, and a teacher/program guide questionnaire. In Toronto, Canada, the Program Evaluation Analysis Computer (PEAC) was used to study responses to television programs, with respondents recording their interest levels on a three-point scale as they viewed the programs. Results generally indicated that the students did not comprehend many program segments. Comments suggested that the program was not successful as either comedy or farce; rather, the humor and exaggeration in the program worked against its appeal, realism, and teenagers' identification with characters and situations. Appendices include the student questionnaire, PEAC Interest Profile graph, and the teacher questionnaire and its results. (LMM)

ED 249 960 IR 011 404

ED 249 973 IR 011 417

White, Deborah; Rampy, Leah

Solutions Unlimited: Delphi Study on Policy Issues in the Introduction and Management of Computers in the Classroom. Research Report 90.

Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Oct 83
NOTE- 94p.; For other reports in this series, see IR 011 413-419.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Delphi Technique; Educational Media; *Educational Policy; Educational Research; Elementary Secondary Education; Graphs; *Microcomputers; *Needs Assessment; Policy Formation; School Surveys; Statistics

The Agency for Instructional Television (AIT) has established a consortium of 42 state, provincial, and local educational agencies to develop computer/video materials in problem-solving, prepare inservice materials, and define and conduct policy studies. The purpose of this study, which focuses on the last task, was two-fold: (1) to identify issues related to the acquisition, management, and use of computers in education; and (2) to determine which of those issues were considered by the consortium to be the most important and appropriate for further study by AIT. The Delphi process was used as a means of involving as many consortium members as possible in an effort to reach group consensus on issues to be studied. Part 1 of this report explains the methods and procedures used to collect and analyze information on policy issues related to microcomputers in education. The results of the study are presented in Part 2, and the issues identified as having the highest or the lowest priority are detailed. Part 3 (the appendices) includes a copy of the survey and additional descriptive statistics. Based on 95 (44%) responses to a questionnaire mailed to 214 consortium representatives, it was found that issues felt to be of greatest priority are related to the roles and impacts of computers on the educational curriculum, the development and acquisition of appropriate and high-quality courseware, and the training of teachers. (THC)

Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Faculty Development; Faculty Workload; *Information Needs; *Information Seeking; Information Sources; *Library Planning; *Needs Assessment; Questionnaires; Research Needs; Surveys; Teacher Attitudes; User Satisfaction (Information)
IDENTIFIERS- *George Peabody College for Teachers TN

Members of the faculty of George Peabody College for Teachers at Vanderbilt University were surveyed to discover their information needs, habits, and attitudes and to learn how the process of information gathering might influence the pace and direction of library policy. More than 60% of the 133 faculty members surveyed responded, and replies from the various professional ranks were representative of the college population at large. This report includes an introduction and background information on the survey participants, as well as analyses of data on research information needs, general information needs, personal information resources, library use, languages used in research, and informal sources. A summary provides an overview of the findings and suggestions for further study. Numerous tables and an index are included. The questionnaire, respondents' comments on the questionnaire, a selective bibliography, and a subject index are appended. (Author/THC)

ED 249 988 IR 050 850

Stubbs, K. L.
Quantitative Criteria for Academic Research Libraries.
Association of Coll. and Research Libraries, Chicago, Ill.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 20 Mar 84
NOTE- 142p.
CONTRACT- 300-82-0284
AVAILABLE FROM- Association of College and Research Libraries, American Library Association, 50 East Huron Street, Chicago, IL 60611 ($15.00 per copy for members of ACRL; $19.00 for nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Cluster Analysis; Data Analysis; *Factor Analysis; Higher Education; Library Collections; *Library Research; Library Surveys; *Research Libraries

the results in the context of demographic changes and educational policy in Texas. To track the number of businesses that fall into the information sector, and to reveal trends in growth and in industry consolidation, the study applies a model developed by Marc Porat to current census data for individual industries classified by Standard Industrial Classification (SIC) codes. To refine estimates of growth, the study further classifies businesses by number of employees. State data on changes in the Texas information sector are presented for small, medium, and large businesses within each of seven categories: (1) knowledge production and inventive industries; (2) information distribution and communication industries; (3) search and coordination industries; (4) risk management industries; (5) information processing and transmission services; (6) information goods manufacturing industries; and (7) wholesale and retail trade in information goods. Comparisons are made with national aggregate data for the same period. Implications of information sector growth for employment and for state policy makers and educators are also discussed. (THC)

ED 250 003 IR 050 872

Jubb, Michael
Guide to the Records Relating to Science and Technology in the British Public Record Office: A RAMP Study.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-84/WS/9
PUB DATE- 84
NOTE- 319p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Archives; Developing Nations; Foreign Countries; *Government Publications; Government Role; National Defense; Reference Materials; *Science Materials; *Technology
IDENTIFIERS- *Government Records; Great Britain; *Scientific and Technical Information; Technical Information Support Activities

Prepared under contract with the International Council on Archives (ICA), this guide provides descriptions of all classes of public records held by the British Public Record Office (PRO) which are likely to contain scientific or technical information. The PRO is responsible for keeping and making available to the public those records of the British central government and of the courts in

systems. After a review of the difficulties of estimating precisely the costs of various forms of educational provision, the next sections provide a breakdown of expenditures for a large technical college, a discussion of the calculation of teacher costs and teacher time, and an exploration of the effects of providing resources to open learning that are comparable to those provided for regular classroom instruction. Next, costs and resources are estimated for a Flexistudy course, which involves "mark and comment" services for assignments, tutorial meetings, and counseling or tutorial assistance. Concepts such as notional weekly hours (i.e., the normal duration of a weekly class); target class size (i.e., the number of students agreed to represent an acceptable enrollment in an analogue class); and class contact equivalent are used to facilitate the comparison of open learning and regular instruction. Subsequent sections focus on other factors to be considered, including initial counseling services, dropout rates, program duration, the number of active students, student staff ratio, fee levels, facilities, administrative and clerical support, learning workshops, multi-media presentations, practical work, staff development, and learning materials. The final sections point out the cost advantages of open learning systems. (HB)

ED 250 017 JC 840 507

Selby, James E.; And Others
Jefferson College Student Services: Annual Report for 1983-84.
Jefferson Coll., Hillsboro, Mo.
PUB DATE- Jun 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Annual Reports; College Admission; Community Colleges; Counseling Services; Disabilities; Nontraditional Occupations; School Business Relationship; School Orientation; Services; Student Financial Aid; *Student Personnel Services; Student Placement; Two Year Colleges; Two Year College Students

This annual report presents the accomplishments of Jefferson College in the area of student services for 1983-84, and identifies areas of concern and ways these concerns are to be addressed in 1984-85. Introductory material provides an overview of some of the most important accomplishments of the student services division,

Relations.
AVAILABLE FROM- Academic Collective Bargaining Information Service, Labor Studies Center, University of the District of Columbia, 724 Ninth Street, N.W., Suite 210, Washington, DC 20001 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Collective Bargaining; Colleges; *Contracts; *Faculty Organizations; National Surveys; Postsecondary Education; Private Colleges; Public Schools; *Teacher Associations; Two Year Colleges; *Unions; Universities

Information is provided on the faculty collective bargaining agents representing two- and four-year colleges. Introductory material highlights changes in bargaining arrangements taking place in 1978 and 1979, focusing on changes in agents, the practice of voluntary recognition, state legislative actions, and a U.S. Supreme Court decision regarding the status of college faculty as "professional" or "managerial" employees. Next, a listing is provided of the units represented by the American Association of University Professors (AAUP), the American Federation of Teachers (AFT), the National Education Association (NEA), independent agents, a coalition of the AAUP and AFT, a coalition of the AAUP and NEA, the American Federation of Government Employees (AFGE), and no agents. For each unit listed, information is provided on the number of campuses involved, the approximate size of the unit, the certification date, and the existence of a contract. Next, the 100 units that voted to have no agent are listed, with information on the agents on the most recent ballot and the year of the election. Then, tables provide campus and unit counts of public and private, two- and four-year colleges represented by each agent; information on the number of faculty represented by each agent; campus and unit counts of public and private, two- and four-year colleges with faculties that have contracts or are renegotiating contracts; and statistics showing the types and number of agents by state within the regions of the country. (HB)

ED 250 031 JC 840 561

Klass, Fred
Final Summary of Legislation Affecting Community Colleges, 1983-84 Session.
California Community Colleges, Sacramento. Office of the Chancellor.

ED 250 044 JC 840 581

College Planning: Strategies for Assessing the [illegible]ironment. Improving Community College Evaluation and Planning.

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 73p.; For related documents, see JC 840 576-584.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Planning; Community Colleges; Data Analysis; *Educational Trends; *Institutional Research; Long Range Planning; *Research Utilization; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Charrettes

One of a series of papers resulting from a Fund for the Improvement of Postsecondary Education (FIPSE) project to improve evaluation and planning in community colleges, this report provides information and guidance for conducting large-group, strategic planning in a community college. The report begins with general comments on planning, focusing on the process and content of planning, the time context, problems in policy making, strategic planning, and new planning elements. Next, strategies are discussed for use by college staff in assessing the external environment, by gathering information with subject and community focuses. The next section provides a review of the use of a planning charrette during the FIPSE project to deal with and synthesize a large amount of complex information on environmental trends with relevance to community college planning and operations. An evaluation of the use of the charrette and its potential application to community college planning is included. Next, a summary is provided of the workshops on planning and evaluation conducted as part of the FIPSE project following the charrette. The workshops involved faculty and administrators from over 70 community colleges in California, Hawaii, and the Pacific Basin, demonstrating ways of using institutional teams to gather and interpret information for strategic planning and to reach working concensus among those with diverse needs. Appendices include project information and background materials. (LAL)

that field tested microcomputers in a nursery school, and guidelines for parents to use when selecting software for their children. An introductory section discusses the advantages of computer learning, including increased motivation to learn, heightened feelings of self-esteem and of being in control, and the availability of programs at all skill levels. The next section describes computer software that teaches logic and pre-reading, pre-mathematics, and problem-solving skills. In the field test discussed in the next section, a microcomputer learning station was created in 1981 in the Bing Nursery School, a laboratory facility of Stanford University. Ann McCormick Piestrup integrated free-choice computer activities into the curriculum for fifty 3- and 4-year-old children. Among other results, the field test showed that microcomputers can be a successful tool for teaching both specific pre-reading concepts and computer literacy skills and that computer learning is attractive to both boys and girls. The final section lists many suggestions for parents evaluating software for children. It is emphasized that materials should enhance the child's sense of competence and self-esteem and that the computer should be freely chosen from among many activities. (CB)

ED 250 058 PS 014 435

Alpert, Judith L.; And Others
Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.
SPONS. AGENCY- New York Univ., N.Y. School of Education.; Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.
PUB DATE- 80
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; Coping; Daily Living Skills; Experience; *Measures (Individuals); *Parenting Skills; *Parents; *Problem Solving; Questionnaires; Sex Differences; *Stress Variables; Test Construction; *Test Reliability
IDENTIFIERS- Means Ends Problem Solving Test; *Parent Problem Solving Scale

The general purpose of this study was to explore the possibility of adapting the Means-Ends Problem-Solving procedure (MEPS) to the investigation of the individual's transition to parenthood.

PUB DATE- Jun 84
NOTE- 90p.; Paper presented at the Music in Early Childhood Conference (Provo, UT, June 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Concept Formation; Educational Practices; Elementary Education; *Elementary School Students; Foreign Countries; Listening Comprehension; *Music Education; Psychomotor Skills; *Training
IDENTIFIERS- Ontario (Kingston); *Representational Competence; *Rhythm; Symbolic Representation

This study assesses 7- to 12-year-old children's abilities to understand the figural and metrical aspects of rhythm. Tasks were developed to assess children's ability to (1) make figural and metrical descriptions, (2) interpret figural and metrical descriptions, (3) produce the metrical hierarchy through drumming, (4) describe the metrical hierarchy, and (5) relate the metrical hierarchy to the surface durations of a melody. Tasks were presented individually through a standardized clinical interview to 72 children in second through seventh grades. Nonparametric statistics were used to test for significant differences across age groups and between musically trained and untrained subjects; protocol analyses were related to quantitative findings. Results indicated that the differences between musically trained and untrained children in terms of metrical understanding are not as strong as would have been expected from prior research. Additionally, it was found that all children were able to understand both figural and metrical forms to differing degrees; musically trained children did not lose their figural understanding in the process of developing their metrical abilities. Findings are discussed in terms of music education practices. Suggestions for highlighting the figural aspects of rhythm are given, and ways of moving to metrical descriptions are discussed. It is argued that teachers and students should learn to integrate the figural and metrical forms at all levels of musical training and performance. (Author/RH)

ED 250 072 PS 014 632

Dean, Christopher
Evaluation of ABC Early Education Broadcasts: Preschool

communication, this publication provides guidelines for parenting children from infancy through adolescence. Initially, discussion focuses on issues related to the nature of communication, parenting, good parenting, infancy, toddlers, and school-age children. Subsequent discussion describes pilot programs developed by the National Institute of Mental Health to improve early parent/child communication, stimulate positive development of the child, and prevent later behavioral difficulties. The infant satellite nursery, parent education in a pediatric clinic, toy demonstrator programs, and toy library programs are briefly described. Several issues related to the teen years, including understanding adolescents, coping with parents, aids to solving conflicts, and special areas of conflict (such as discipline, pornography, and substance abuse) are also briefly described. (RH)

ED 250 086 PS 014 662

Stennett, R. G.; Earl, L. M.
Early Identification System: Four-Year Followup of the Kindergarten Class of 1978-79. Research Report 84-01.
London Board of Education (Ontario). Educational Research Services.
PUB DATE- 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Academic Achievement; Age; Elementary Education; Followup Studies; Foreign Countries; *Identification; *Kindergarten Children; *Predictive Validity; Sex; *Student Evaluation; *Student Mobility
IDENTIFIERS- Ontario (London)

During the 1978-79 school year, an early identification (EID) process based primarily on teachers' judgments was applied in kindergarten and grade 1 classes. The EID ratings, made separately for language/reading and mathematics, consisted of the following scale: 0 = no judgment made; 1 = student will be ready, by the end of the school year, for the next school year's work; 2 = student may not be ready for the work of the next school year; and 3 = it is quite certain that, by the end of the school year, the student will not be ready for the next year's work. In the 2 years following the implementation of the EID procedure, the process was extended to cover grades 2 and 3. Subsequently, identification procedures have been applied annually. A number of previous reports orientations of mothers and teachers toward children and points out ways in which both orientations play an essential role in children's growth and development; "The Professional Preschool Teacher" aims to distinguish professional behavior from both nonprofessional and unprofessional behavior by illustrating types of responses to a dispute between two preschoolers over a tricycle; and "Ethical Issues in Working with Young Children" examines ethical problems specific to the field and analyzes the teacher's relationship with parents and colleagues. The fourth paper, "Assessing the Development of Preschoolers," proposes 11 dimensions useful in determining an individual child's development at a particular time on the basis of everyday behaviors that indicate natural fluctuations in growth. The last paper, "Helping Others with Their Teaching," proposes ideas to help supervisors of teachers and teacher educators decide how they can best encourage the mastery of professional skills in the teachers and student teachers with whom they work. (CB)

ED 250 100 PS 014 676

Katz, Lilian G., Ed.; And Others
Current Topics in Early Childhood Education. Volume IV.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89391-109-7
PUB DATE- 82
NOTE- 242p.; For earlier volumes, see ED 140 988, ED 180 596, and ED 196 511; for Volume V, see PS 014 677. For individual chapters, see ED 188 764, ED 206 374-377, and ED 207 672-675.
CONTRACT- 400-78-0008
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Cloth, $24.50; Paper, $15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Art; Biculturalism; *Child Caregivers; *Classroom Techniques; *Cognitive Development; Day Care Centers; *Early Childhood Education; Grouping (Instructional Purposes); Kindergarten; Literature Reviews; *Motor Development; Peer Relationship; Preschool Education; Racial Attitudes; Racial

ED 250 114 RC 014 930

Running Crane, Jenny; And Others
Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
Heart Butte School District #1, MT.; Montana Council for Indian Education, Billings.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89992-096-9
PUB DATE- 84
NOTE- 33p.
GRANT- G008103248
AVAILABLE FROM- Montana Council for Indian Education, Box 31215, Billings, MT 59107 ($1.45 each).
LANGUAGE- English; Blackfeet
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian History; *American Indian Languages; American Indian Reservations; American Indians; Cultural Background; Land Settlement; Multicultural Education; *Oral History; *Story Telling; *Supplementary Reading Materials; Translation; Tribes
IDENTIFIERS- *Blackfeet (Tribe); *Blackfeet Indian Reservation

The text of this document was taken from a videotape of anecdotal stories told by Blackfeet elders to students at the Heart Butte School during the spring of 1983. An explanation of the transliterated Blackfeet language is presented. The stories are given in both English and Blackfeet. "No More Buffalo" describes Indian life in Montana during their early control by the Indian Agency. Included are trading, preparation and eating of rationed food, farming and gardening, tribal relocation under Agency direction, and attitudes toward land. "The Story of Blackfoot Ridge" describes raids between the Crows and the Blackfeet and tells how one Blackfeet survived when all others in his war party were killed. "Olden Days" contains reminiscences about how the "Pikunis" lived before the coming of the white man, who brought the liquor which destroyed the Indian way of life. A glossary of place names in English and Blackfeet and a list of Blackfeet dictionaries concludes the booklet. (MM)

ED 250 115 RC 014 931

Symposium on Rural Development (1st, Albany, NY, October 5-7, 1983). For the other reports from this Symposium, see RC 015 006-013.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)
DESCRIPTORS- Community Involvement; Community Services; Health Facilities; *Health Needs; Health Personnel; *Health Services; Hospitals; Long Range Planning; Objectives; Physicians; Primary Health Care; Problems; Public Policy; *Rural Areas; *Rural Development; *Statewide Planning; Tables (Data); *Trend Analysis
IDENTIFIERS- Goal Setting; Health Delivery Systems; *New York

Supporting the premise that rural communities require functioning health care systems for their physiological, emotional, and economic well-being, the First Statewide Legislative Symposium on Rural Development defined problems and established goals for rural health care in New York. Despite increases in New York's overall physician supply during the 1970's, major changes have not occurred in the rural primary care specialties: general and family practice; general internal medicine, surgery and anesthesiology; and general pediatrics. The number of small, rural hospitals of less than 50 beds is dwindling. Increased emphasis on specialty training, rapid growth of medical technology, licensing regulations and practice constraints for health care providers have limited the number and type of personnel that rural hospitals can recruit and retain. The larger proportion of the elderly in rural areas also contributes to the rural health care crisis. State policymakers should develop and implement a flexible planning and regulatory framework that satisfies the health care needs of individual rural communities and improves the supply of health professionals. Public policy should consider how local involvement in the planning, design, implementation, and maintenance of rural health care can be enhanced. The report contains supporting maps, graphs, and charts. (NEC)

ED 250 129 RC 015 011

Agriculture in New York State: A Preliminary Report.
New York State Legislative Commission on Rural Resources, Albany.
PUB DATE- 1 Mar 84
NOTE- 41p.; One of nine reports from the Statewise Legislative Symposium on Rural Development (1st, Albany, NY, October 5-7,

Falk, William W.; Gilbert, Jess
Bringing Rural Sociology Back In: Critical Theory and Rural Policy.
PUB DATE- 84
NOTE- 30p.; Revised version of a paper presented at the Annual Meeting of the Rural Sociological Society (College Station, TX, August 22-25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Intellectual Disciplines; *Long Range Planning; *Policy Formation; *Prediction; Rural Development; Rural Economics; Rural Environment; *Social Science Research; Sociology
IDENTIFIERS- Criticism; *Ontology; *Rural Sociology

In recent years, rural sociology has been the subject of sociological inquiries. Many of these have been highly critical, raising questions about the ontological nature of the discipline. This paper extends the tradition, providing a brief historical analysis of rural sociology's roots as both theoretical and applied and critiquing current rural sociology in a critical theory perspective. Questions about rural sociology's very being and how it could become more policy-oriented are raised. Illustrating a direction in which research and practice are more interwoven rather than merely discussed and suggesting a direction in which rural sociology could go, the paper gives examples from economics. Finally, the paper cautions rural sociologists that not to address these questions is to run the risk of creating a scientifically pure but substantively vacuous discipline. (Author/NEC)

ED 250 143 RC 015 032

Roessel, Robert A., Jr.
Dinetah: Navajo History. Volume II.
Rough Rock Demonstration School, AZ. Navajo Curriculum Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
REPORT NO.- ISBN-0-936008-09-1
PUB DATE- 83
NOTE- 187p.; For Volume I and Volume III, Part B of this series, see ED 055 003 and RC 015 033.
AVAILABLE FROM- Navajo Curriculum Center, Rough Rock School, Star

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Course Descriptions; *Cross Cultural Studies; *Cultural Pluralism; *Curriculum Development; Elementary Secondary Education; *FLES; French; German; *Introductory Courses; Italian; Lesson Plans; Polish; Second Language Instruction; Spanish; Swahili; Tagalog; Teaching Guides
IDENTIFIERS- *Foreign Language Exploratory Program; Milwaukee Public Schools WI

A working guide for teachers in planning and teaching an exploratory course in foreign language and culture presents the basic course structure for nine weeks. Instructional materials are not provided. Course objectives include: (1) exploration of foreign languages and cultures; (2) sensitization to value systems and customs of one's own and other groups; (3) reinforcement of skills in other curricular areas; (4) awareness of language origins and processes; (5) integration of disciplines; (6) oral and visual recognition of the target language; (7) use of simple target language sentences, vocabulary, and structures; (8) following classroom instructions; (9) carrying on simple conversations; (10) understanding of some cultural differences; (11) and the ability to decide whether or not to pursue a foreign language. The guide includes an outline of course goals and rationale, general instructional guidelines, notes on course organization and use of the guide, a course outline, unit topics on language in general, and unit topics on culture (art, dress, education, family, foods, geography, gestures, history, holiday customs, housing, literature, mass media, money, music and dance, religion, shopping, special customs, sports and leisure, travel and transportation, and work). An appendix contains sample pre- and post-tests, sample lesson plans for nine weeks, a lesson plan for the introductory language unit, language samples from French, German, Italian, Polish, Spanish, Swahili, and Tagalog, an explanation of symbols, basic and supplementary kit materials, and publishers' addresses. (MSE)

ED 249 771 FL 014 595

Choi, Jae-Oh
A Contrastive Study of Korean and English Word Order.
PUB DATE- May 84
NOTE- 118p.; Master's Thesis, Roosevelt University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

acquisition of possessive pronouns in American Sign Language (ASL). The subject was a hearing child of deaf parents who was learning ASL and English. Data were collected in home visits betwen the ages of 1.1 and 3.2 in videotapes and anecdotal records. The Curtiss-Yamada Comprehensive Language Evaluation measure was used to assess receptive language, with stimuli translated into ASL to assess comprehension of the relevant structures in sign language. Four stages were found in the subject's mastery of possessive forms: (1) use of names to indicate possessor in both languages; (2) appearance of some possessive pronouns in both languages (first and second person, and some third person in ASL), with some names still used for reference; (3) correct production of possessives in English for first and second person forms, with continuation of stage 2 errors in ASL and with a new signing error of indicating the object rather than possessor; and (4) correct use of first and second person forms in English and ASL, with the few remaining errors in number and gender of the third person forms. Results suggest there was not an apparent advantage in learning signed grammar as opposed to spoken grammar, since the acquisition of possessives occurred simultaneously in the two languages, and signed possessives may have been more difficult. It is concluded that children probably do not take advantage of special cues to grammatical competence available to them. (MSE)

ED 249 785 FL 014 611

Hyams, Nina
Semantically-Based Child Grammars: Some Empirical Inadequacies.
Stanford Univ., Calif. Dept. of Linguistics.
PUB DATE- Sep 84
NOTE- 9p.; In: Papers and Reports on Child Language Development, Volume 23, p58-65 Sep 1984.
AVAILABLE FROM- PRCLD, Department of Linguistics, Stanford University, Stanford, CA 94305 ($12.00 for entire volume; individual papers not available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Child Language; Comparative Analysis; *Grammar; Italian; *Language Acquisition; *Learning Processes; *Linguistic Theory; Preschool Children; *Semantics; Validity

It is argued that the general consensus of researchers of child language that the grammatical system underlying the child's this group by using fewer strategies themselves. Two possible interpretations are suggested: (1) that strategic interaction facilitated students' development of underlying linguistic and interactional competencies, and (2) that students' diminished use of communication strategies in the strategic interaction group indicates a higher degree of control over the activity. (Author/MSE)

ED 249 799 FL 014 627

Nickisch, Craig W.
Microcomputers--What It Takes to Get Started. Computer Exercises for Foreign Language Teaching or: Getting Your Apple to LISP.
PUB DATE- Nov 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; Courseware; German; Instructional Materials; *Microcomputers; *Second Language Instruction; *Time Factors (Learning)
IDENTIFIERS- Apple (Computer)

With only a very basic knowledge of microcomputers, the language teacher can readily build on student interest in this learning mode. The teacher remains in control of what is to be learned and is still involved in deciding how the student will approach the material. Programming is not something the teacher has to know, but it is helpful to have a colleague or student who can write computer programs. Many commercially written programs are available, and using them can be as easy as playing a record. The teacher decides, sometimes with the student's participation, in what manner and whether the computer exercises are to be graded. The teacher just beginning to use computers in foreign language teaching should start simply, using exercises requiring a fixed response to a given language stimulus. Entry level programs for language teaching are relatively simple and in such exercises the computer provides an exciting medium in which learning even the least interesting facets of a language can be enjoyable. The appendices include a typical student/computer interaction exercise and a computer program, "Classroom Objects Vocabulary," for developing German vocabulary. (Author/MSE)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Dramatics; *English (Second Language); Graduation Requirements; *Language Teachers; Nonverbal Communication; *Preservice Teacher Education; *Second Language Instruction; Success; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness

Many sincere, well-prepared, and technically qualified teachers of English as a second language (ESL) are awkward in class, stressed, and insecure, showing little excitement or energy. The missing element in training programs for ESL teachers is a good basic course in drama. It is an expression at both the visual and auditory levels, is a medium of communication and interpretation, and engages students in both verbal and nonverbal learning. The study of the place of personality in second language acquisition supports the idea that development of teacher personality through drama will improve classroom teaching. A three-credit course integral to and required in ESL teacher training programs would have as its objective to develop the teacher's personality to become a more effective instrument in the classroom. Such a course would focus on movement, voice, scene study, and expertise in using English Through Drama exercises. It would expose teachers to a wide range of communication techniques for different learning styles, would raise teacher energy and self-confidence levels, and would bring out hidden teacher talents. Criticism of this kind of course is to be anticipated, but it can be argued that a teacher's demeanor, tone of voice, and personality are as important to his teaching success as technical preparation. (MSE)

ED 249 814 FL 014 643

The Journal of Suggestive-Accelerative Learning and Teaching, Volume 5, Number 2.
Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.
PUB DATE- 80
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)

the schools are members of the Southeast Florida Educational Consortium. A questionnaire was administered in 1982-1983 to determine foreign student presence, academic programs, contracts and grants, and administrative arrangements. For each college, information is provided on: undergraduate and graduate enrollment, foreign student enrollment, institutional characteristics, international student services, country of origin of foreign students, main sources of funds for foreign students, admissions policies for foreign students, main subject areas studied by foreign students, associate and baccalaureate degree and certificate programs with an international focus, foreign language offerings, undergraduate and graduate courses with an international focus, credit and noncredit study abroad programs, faculty development programs with an international component, credit-bearing student exchange programs with an overseas educational institution, international programs or services for the local private sector, international program offerings for the community, and international contract and grant activities. The survey instrument is appended. (SW)

ED 249 828 HE 017 714

Hall, Eleanor R.
Minority Students at the University of Wisconsin-Milwaukee: Who Are They and How Are They Doing?
PUB DATE- Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Wisconsin Educational Research Association (Madison, WI, February 16-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; Black Students; Comparative Analysis; Higher Education; Institutional Research; *Minority Groups; Occupational Aspiration; Participant Satisfaction; *Student Characteristics; *Student College Relationship; *Undergraduate Students; *White Students
IDENTIFIERS- *University of Wisconsin Milwaukee

Characteristics of University of Wisconsin-Milwaukee undergraduate students and their experiences were surveyed in 1980. The sample consisted of 1,270 white students and 182 minority students. Minority women tended to be parents and full-time students, while

ED 249 842 HE 017 728

Bonus, Thaddeus, Ed.
Improving Internal Communication.
Council for the Advancement and Support of Education, Washington, D.C.

REPORT NO.- ISBN-0-89964-228-4
PUB DATE- 84
NOTE- 141p.
AVAILABLE FROM- CASE Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($16.50 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communications; Editing; Higher Education; Information Dissemination; *News Writing; *Organizational Communication; Productivity; *Public Relations; *School Publications; *Writing for Publication; Writing Skills

Guidelines for developing the internal communications of colleges and universities, researching internal communication needs, and increasing information flow through traditional and nontraditional media are provided in 11 articles. Titles and authors include the following: "Work for an Open Internal Communication Policy" (Thaddeus Bonus); "Five Steps to Developing an Internal Communications Plan" (Sharon Logsdon Yoder); "The Internal Communicator's Prominent Role in PR" (Louis Cartier); "Why You Should Conduct Communications Research" (Robert Smith); "Writing for the Internal Audience" (Carol Reuss); "The Craft of Editing an Internal Publication" (Rosalyn Hiebert); "How to Write Headlines That Entice and Inform" (Paul Desruisseaux); "Controversy and the Free Press" *Mary Ann Aug); "How to Communicate Internally Through Multiple Media" (Terry D. Newfarmer); and "Enhance Productivity with Effective Internal Communication" (Eldon G. Schafer and Larry Romine). A statement of editorial policy for the University Times (University of Pittsburgh, 1982) is also included. In addition, an appendix lists internal publications and editors at 80 U.S. and Canadian schools. (SW)

and the implications of these models for the achievement of sex equity in the curriculum are discussed, along with the prospects for further advances in gender-balancing in colleges and universities. (SW)

ED 249 855 HE 017 741

Stuart, Janette
Student Enrolments in Higher Education in Western Australia: Some Observations on Trends over the Period 1973 to 1983. A Discussion Paper.
Western Australia Post Secondary Education Commission, Nedlands.
REPORT NO.- ISBN-7244-6492-1
PUB DATE- Sep 83
NOTE- 24p.
AVAILABLE FROM- Western Australian Post Secondary Education Commission, 16 Stirling Highway, Nedlands, Western Australia 6009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Age Groups; *College Students; *Enrollment Trends; *Females; Foreign Countries; Full Time Students; Higher Education; *Males; *Part Time Students; Trend Analysis
IDENTIFIERS- *Australia (Western Australia)

College enrollment trends were examined with attention to participation of women and youth, part- and full-time study, and qualifications of entering students. Findings include the following: in 1973 there was only one university in Western Australia, and the colleges sector consisted of five teacher training institutions and one institute of technology; in 1983 the colleges had amalgamated into one multi-campus college of advanced education and another university had been founded, making a total of four institutions in higher education; student enrollments increased by 65 percent; in 1973, 55 percent of university students were in the 17-21 age group, but by 1983 only 47 percent were in this age group; part-time enrollment in the college sector increased from 41 percent to 56 percent during the decade, while the percentage (38%) of part-time students in the university sector remained about the same; and part-time enrollment by women has increased notably. Data for the 1973-1983 period are provided on: enrollments by 17-21 year olds by sector and sex; male students as a proportion of total enrollments by sector and institution;

AVAILABLE FROM- European Centre for Higher Education, UNESCO-CEPES, 39, Stirbel Voda St., R-70732, Bucharest, Romania.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Admission; College Curriculum; *College Faculty; College Libraries; Course Content; Degrees (Academic); Engineering; *Foreign Countries; Foreign Students; *Higher Education; Professional Continuing Education; Research; School Organization; Technical Institutes; Universities
IDENTIFIERS- *East Germany

The system of higher education of the German Democratic Republic is described. Information on the different kinds of colleges--universities, university colleges, and engineering and technical colleges--is provided, including admission procedures, course objectives, course content and structure, further education, paths leading to the award of higher academic degrees, types of academic degrees awarded, training of foreign students, research at higher education institutions, the role of the library in the tertiary education system, senior academic staff, junior members of academic staffs at universities and university colleges, and college lecturers. Additional topics include: the integrated system of state administration, the administration of universities and university colleges, the administration of engineering and technical colleges, and international cooperation by universities, university colleges, and technical colleges. Appendices include diagrams of: the Integrated Socialist Education System, the routes to technical education, and the administrative structure at a university. Also appended are timetables for the curricula of livestock farming and technology of metal processing, and a list of higher education institutions. (SW)

ED 249 869 HE 017 770

Higher Education in Norway. Monographs on Higher Education.
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
REPORT NO.- ISBN-92-3-102184-2
PUB DATE- 83
NOTE- 75p.
AVAILABLE FROM- European Centre for Higher Education, UNESCO-CEPES, 39, Stirbel Voda St., R-70732, Bucharest, Romania.
LANGUAGE- English

development. In "Professionals and Professors: A Change Strategy for Institutionalizing Collaborative Continuing Professional Education Program Development," Carl A. Lindsay and Wayne D. Smutz examine institutionalization from a conceptual perspective and describe the project's change strategy. Additional topics include a seven-phase needs assessment/program development process, and collaboration between the university and professional associations. In "Pressure Points for Change: Faculty Views of Continuing Professional Education," William Toombs, Carl A. Lindsay, and Gary A. Hettinger examine the climate for change through a survey of faculty attitudes and perceptions concerning continuing professional education. The current nature of faculty involvement with continuing education, along with faculty relations with a profession or contact with practitioners, was determined. Faculty role behavior (i.e., teaching, research and scholarship, publications, service and consulting) was also assessed. (SW)

ED 249 883 HE 017 784

Thompson, Jo Ann Gerdeman
The Modern Idea of the University.
REPORT NO.- ISBN-0-8204-0067-X
PUB DATE- 84
NOTE- 285p.; American University Studies, Series XIV, Education, Vol. 2.
AVAILABLE FROM- Peter Lang Publishers, 34 East 39th Street, New York, NY 10016 ($32.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Activism; College Instruction; *College Role; *Educational Change; *Educational History; Educational Theories; *Higher Education; *Liberal Arts; Political Influences; Relevance (Education); Religious Factors; Research; Teacher Role
IDENTIFIERS- *Institutional Mission

Recurrent themes in selected literature on American higher education written during 1962-1972 are analyzed and related to themes on the same subject addressed by selected Victorian essayists in 19th century England. Parallels in educational thought are used to illuminate some aspects of the nature of the debate over the role of higher education in American during the 1960s and 1970s. Dominant themes in the literature, which were representative

New Zealand: A Study of the Educational System of New Zealand and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.

PUB DATE- 81

NOTE- 100p.; World Education Series. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials. Some small print. For other titles in this series, see HE 017 786.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036 ($2.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Records; Articulation (Education); College Admission; Continuing Education; Degrees (Academic); Educational Certificates; *Elementary Secondary Education; Extension Education; Foreign Countries; *Foreign Students; Grading; Graduate Study; *Higher Education; *Institutional Characteristics; Nursing Education; *Student Placement; Study Abroad; Teacher Education; Technical Education; Technical Institutes; Two Year Colleges; Undergraduate Study

IDENTIFIERS- *Foreign Educational Credentials; *New Zealand

The educational system of New Zealand is described, and guidelines concerning the academic placement of students who wish to study in U.S. institutions are provided. Early childhood, primary, and secondary education are described, with attention to admissions, grading, and curricula. Consideration is also given to certificates and diplomas for technical and vocational education; external career and professional qualifications; teacher training; higher education; college grading and transcripts; college units, papers, and credits; graduate education and degrees; extramural courses; university extension/continuing education; nursing education; and Maori and Pacific Island education. Information is provided on 20 technical institutes and community colleges, including enrollments, number of faculty, the size of the library collection, courses, and certificates and diplomas. Profiles are also provided on seven colleges and universities. Placement recommendations for each of the levels/types of education are provided. Appendices include a description of recent and proposed changes in New Zealand's educational system, along with sample documents, including certificates and transcripts. (SW)

Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Church Related Colleges; *College Programs; Course Descriptions; Course Evaluation; Educational Objectives; Experiential Learning; Extracurricular Activities; Helping Relationship; Higher Education; *Holistic Approach; Interprofessional Relationship; Learning Activities; Performance Contracts; Questionnaires; Records (Forms); *Student Development; Student Evaluation; *Teacher Student Relationship; *Values Education
IDENTIFIERS- *College of Saint Teresa MN

The College of Saint Teresa's value-based educational program, known as "Design for Choicemakers," is described. The program is designed to foster students' holistic learning and personal development, based on cooperation among the academic affairs, student affairs, and pastoral affairs offices. The links between the curriculum and co-curricular activities, core course objectives, and achievement of depth and breath in the curriculum are addressed. Attention is also directed to the roles through which faculty and staff interact with students and with each other, with a focus on: advising, collaborating, consulting, counseling, directing, discussing, instructing, leading, learning, mentoring, referring, supervising, and tutoring. Information is also provided on: the senior seminar; capstone experiences in the academic major, for example, student teaching, music recitals, and social work internships; the development portfolio/transcript (the student's personal growth plan and development record); and formal assessment of students' achievement of desirable characteristics. Appendices include: a bibliography; a core course syllabi; core course evaluation forms; a sample personal growth contract; and development portfolio/transcript program materials, including a development profile form or log of learning experiences, and a form for student and mentor assessment of student development. (SW)

ED 249 906 HE 017 815

Hossler, Don
Enrollment Management: An Integrated Approach.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-193-1
PUB DATE- 5 Nov 84
NOTE- 174p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($12.95).

ED 249 919 IR 011 338

Pea, Roy D.; Kurland, D. Midian

On the Cognitive Effects of Learning Computer Programming: A Critical Look. Technical Report No. 9.

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jan 84
NOTE- 48p.; For related documents, see IR 011 340, IR 011 353, and IR 011 359.
CONTRACT- 400-83-0016
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Ability; *Cognitive Processes; *Computer Assisted Instruction; Literature Reviews; *Programers; *Programing; *Skill Development

This paper provides an historical and empirical critique of the claim that learning to program will promote the development of general higher mental functions. A developmental perspective on learning to program is provided which incorporates cognitive science studies of mental activities involved in programming, and highlights the importance of programming contexts, instructional contexts, and a student's relevant background knowledge and reasoning skills for the task of learning to program. The following topics are discussed: claims for cognitive effects of learning to program; the developmental role of contexts in learning to program; the programming environment; the instructional environment; what constitutes skilled programming; levels of programming skill development; cognitive constraints on learning to program; and evidence for cognitive effects of programming. Types of transfer outcomes expected from each of the different levels of programming skill development are described, and a concluding statement and a 14-page list of references are included. (Author/THC)

Languages; *Student Attitudes; Vocabulary
IDENTIFIERS- *LOGO Programing Language

The terms and concepts children used to explain their beliefs about computers before and after classroom exposure to microcomputers were studied to identify misconceptions about computers that could interfere with computer-based learning. Children in each of two classrooms at the Bank Street School for Children were interviewed individually on their conceptions of computers at the beginning and end of their first year with computers in the classroom (fall 1981-summer 1982), which included work with the LOGO programming language. Their experience with computers inside and outside of school were also examined to provide a context for the following overall issues: (1) children's understanding of programming computers in LOGO; (2) their broader conceptions of computers beyond their function of programmable devices, such as cultural objects which have general properties and various functions; and (3) their interpretations of person/computer systems. By the end of the year, most of the children had some rudimentary skill with the computer; however, the progress of even the most advanced students could be hindered by their inadequate mental models of LOGO. The biggest problem seemed to be the lack of two concepts: a program as an algorithm applied to data, and the central processing unit as the functional core of the computer. Eight references are listed. (LMM)

ED 249 933 IR 011 362

Sheingold, Karen; And Others
Classroom Software for the Information Age. Technical Report No. 23.
Bank Street Coll. of Education, New York, NY. Center for Children and Technology.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 83
NOTE- 12p.; For related document, see IR 011 340.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Graphics; *Computer Software; Cost Effectiveness; *Databases; Data Processing; Editing; *Evaluation Criteria; Information Retrieval; Information Storage; *Media Selection; *Word Processing
IDENTIFIERS- *Database Management Systems

Consumers and producers of educational software must make decisions questionnaires, and teachers' comments on the cluster. (LMM)

ED 249 947 IR 011 391

Carrozza, Fay; Jochums, Brenda
A Summary of the "ThinkAbout" Cluster Evaluation: Collection Information.
Agency for Instructional Television, Bloomington, Ind.
PUB DATE- Apr 79
NOTE- 25p.; For related documents, see IR 011 390-398.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Television; Elementary Education; Field Tests; *Information Seeking; Intermediate Grades; Interviews; Observation; *Problem Solving; Questionnaires; *Skill Development; *Teacher Attitudes; Television Research; *Television Viewing; Use Studies
IDENTIFIERS- *ThinkAbout

A 1978 field test evaluated the 3-program "Collecting Information" cluster of ThinkAbout, a series of 60 15-minute instructional television programs for fifth and sixth graders designed to strengthen reasoning skills and to review and reinforce language arts, mathematics, and study skills. Conducted in 60 classrooms in Kansas City, Missouri, Syracuse, New York, and Knoxville, Tennessee, the study focused on the use of the cluster and its impact on teachers, students, and the classroom process. Teacher orientation, student testing condition, and grade level were used as variables, and data collection methods included classroom observation, written questionnaires and interviews to assess student outcomes, and written questionnaires to obtain teacher reactions. It was concluded that classroom utilization of the cluster met the project's expectation for use, i.e., teachers and students discussed appropriate topics related to the cluster and engaged in relevant activities, and use of the cluster has a focusing and organizing effect on student cognitive structure relating to specific techniques for collecting information. (Author/LMM)

"On the Level". Formative Evaluation: Changing Family Relationships. Research Report 73.

Agency for Instructional Television, Bloomington, Ind.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.; EXXON Education Foundation, New York, N.Y.; General Mills Foundation, Wayzata, Minn.; George Gund Foundation, Cleveland, Ohio.

PUB DATE- May 80

NOTE- 39p.; For related documents, see IR 011 401-408.

AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($20.00 for set of 8 reports).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Coping; *Educational Television; Formative Evaluation; *Interpersonal Competence; Material Development; *Parent Child Relationship; *Programing (Broadcast); Secondary Education; Student Attitudes; Television Research; Television Viewing

IDENTIFIERS- *On the Level

A formative evaluation was conducted of the instructional television program "Daddy's Girl" from "On the Level," a series of 12 lessons designed to aid secondary school students in dealing with personal and social growth. Designed to teach that adolescents usually have to work out new relationships with their parents and that it may be difficult for parents to respond to adolescents' changing needs and vice versa, the program encourages viewers to develop new patterns of interactions with parents. A total of 229 students in 8 classes in California and Canada viewed the programs. Data collection measures included a teacher-led, post-viewing discussion narrative, discussion profile, evaluator-led discussion narrative and teacher/program guide questionnaire, observation of the students during viewing, and use of the Program Evaluation Analysis Computer (PEAC), which recorded students' interest level in the program during viewing. Students were highly attentive throughout most of the program, even though the opening and the closing scenes received the lowest ratings for attention and interest level. Appendices include the student questionnaire, PEAC Interest Profile graph, and the teacher questionnaire and its results. (LMM)

ED 249 974 IR 011 418

Formative Evaluation of "Taxes Influence Behavior" (Lesson #2) from "Tax Whys: Understanding Taxes". Research Report 91.

Agency for Instructional Television, Bloomington, Ind.

PUB DATE- 84
NOTE- 27p.; For other reports in this series, see IR 011 413-419.
AVAILABLE FROM- Agency for Instructional Technology, Box A, Bloomington, IN 47402 ($2.50 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiovisual Instruction; Educational Research; *Educational Television; Formative Evaluation; Intermediate Grades; *Material Development; Questionnaires; *Student Attitudes; Surveys; *Taxes; *Teacher Attitudes; Units of Study

"Tax Whys: Understanding Taxes" is a series of six video/film instructional programs being produced for the Internal Revenue Service to provide middle school students with an understanding of the reasons for and effects of taxation. This report details both student and teacher evaluations of one of the first programs to be scripted: "Taxes Influence Behavior." The program was evaluated by 470 students and 12 teachers in a total of 5 schools. A discussion of the sample and methodology is followed by findings from the student survey on attention to the program, interest, story believability, character perceptions, storyline comprehension, and program objectives. Findings from the teacher survey provide data on such areas as appeal, curriculum fit, objectives, teacher follow-up, and use. It was concluded that the program was appealing to both students and teachers. However, given the heavy content load of each of the individual scenes, teacher follow-up to the program will be important if students are to comprehend the effects of taxes on the various decisions made in the program. Teacher follow-up will also be critical to reinforce the program's instructional objectives. An attention profile form, the student and teacher questionnaires, and student discussion questions are appended. (THC)

IDENTIFIERS- Association of Research Libraries; Higher Education General Information Survey; *Library Statistics

Based on statistical data submitted by almost 3,000 academic libraries as part of the 1978-1979 Higher Education General Information Survey (HEGIS), this report develops a composite profile of an academic research library. Use of cluster analysis of library characteristics to find institutions that were quantitatively similar to one another identified four clusters of libraries. For one of these clusters, a basic group of 127 libraries that share library characteristics, factor analysis was used to derive component score coefficients for 12 statistical variables: volumes held, volumes added, total microforms, expenditures for library materials, expenditures for binding, total salaries and wages, other operating expenditures, full time equivalent (FTE) professional staff, FTE nonprofessional staff, interlibrary loans borrowed, circulation, and total reference, directional, and group transactions. These coefficients were weighted for the 12 variables, multiplied by the data for that variable for the individual library, and summed up to provide a component score for that library. Component scores were computed for each of the 2,943 libraries for which data were available. In the appendix, component scores are given for each of the libraries, making it possible to measure each institution against the statistical research library model derived by this study. (THC)

ED 249 989 IR 050 852

Tuttle, George
Problems in Pulps: A Study of Special Collections in Pulp Magazines.
PUB DATE- 83
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Libraries; *Fiction; History; *Library Collections; *Literary Genres; Problems
IDENTIFIERS- *Pulp Magazines

Heads of special collections of pulp magazines, the medium for popular fiction prior to the introduction of mass market paperbacks in 1939, were surveyed to help analyze and address the problems facing these collections. A survey mailed to special collections administrators gathered background information from the four largest collections (University of California at Los Angeles, England and Wales which have been selected for permanent preservation. (Records of the courts of law are excluded from this guide.) The descriptions are grouped into three parts: Civil Government, Defense, and Overseas. Within each part, the record classes are grouped in subject categories and subcategories with a brief account of government involvement in each subject area preceding the class descriptions themselves. Subject categories within the Civil Government section include: scientific and industrial research; agriculture, fisheries, and food; environmental, building, public health, and medical services; transport and communications; trade and industry; fuel and power; and social and economic sciences. Within Defense, the subjects include: strategy and planning; arms, fortifications, and supplies; land forces; naval forces; air forces; and medical services. Within Overseas, subjects include: foreign affairs and colonial affairs. A list of Public Record Office Handbooks is appended. This guide is intended to indicate the extent to which government archives contain information on a variety of subjects and to serve as a model and an example for other countries which are still unaware of the unique information resource represented by their government's archives. (THC)

ED 250 004 IR 050 873

Bills, Linda G.
OCLC Public Access Terminals in Small and Medium-Sized Libraries. Illinois Valley Library System OCLC Experimental Project, Report No. 6.
Illinois State Library, Springfield.
PUB DATE- Jul 84
NOTE- 91p.; For OCLC Project Reports 3, 4, and 5 see ED 241 011, ED 241 055, and ED 241 063.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Cataloging; Graphs; *Input Output Devices; *Interlibrary Loans; Library Research; Library Services; *Public Libraries; Questionnaires; State Libraries; Tables (Data); Use Studies
IDENTIFIERS- *OCLC; *Public Access

From January 1980 through December 1982 the Illinois Valley Library System (IVLS) and 33 of its participating libraries conducted an including: (1) the reintroduction of faculty into the student academic advising system; (2) an analysis of job functions for all student services personnel and revision of job descriptions; (3) an emphasis on a team approach among certified and classified staff; (4) contacts by field services personnel with over 3,900 people through college days, high school visits, and campus tours; (5) the initiation of a telephone registration option and an orientation program for new students; (6) the development of a nontraditional careers for women program; and (7) a 45% increase in financial aid awarded. Next, a report is provided for each student services function: field services, student orientation, admissions and records, counseling services, nontraditional careers for women, student services at Jefferson College North, high-school level vocational guidance, financial assistance, student activities, job placement, Job Training Partnership Act activities, job search program, and services to handicapped students. (LAL)

ED 250 018 JC 840 523

Callahan, Lois A.; Steele, Gertrude M.
Securing Business and Industry Support for Community Colleges: A Follow-Up Study on the California Association of Community Colleges Commission on Vocational Education 1982 Statewide Vocational Education Study. ACCCA Management Report, 1984-5/1.
Association of California Community Coll. Administrators.
PUB DATE- 1 May 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Fund Raising; *Private Financial Support; Questionnaires; *School Business Relationship; State Surveys; Two Year Colleges
IDENTIFIERS- *California

A study was conducted to identify strategies for obtaining financial support from business and industry for community college vocational programs. The study sample was drawn from colleges which had reported success in securing funds during a 1982 California statewide vocational education study. Critical incident data collected during telephone interviews with college personnel and company representatives were analyzed to identify strategies which result in successful solicitation of funds from business and

PUB DATE- Oct 84
NOTE- 35p.; Discussed as Agenda Item 3 at a Meeting of the Board of Governors of the California Community Colleges (Long Beach, CA, October 25-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Programs; *Community Colleges; Courses; Educational Facilities; Educational Finance; *Educational Legislation; Governance; *State Legislation; Student Personnel Services; Two Year Colleges; Vocational Education
IDENTIFIERS- *California

This report shows the final disposition of California state legislation of interest to community colleges that was enacted or introduced during the 1983-84 legislative session. First, highlights of legislation enacted in 1984 are presented, providing an overview of bills dealing with finance and fees, the Master Plan for Higher Education, in-service training and contract instruction, early retirement, child care, and foster parent training. Following this is an index listing bills in the categories of academic programs and courses, the Budget Act, elections, employees, facilities, finance and fees, governance, students and special services, and vocational education and training. Next, summaries are provided of the 70 bills passed by the Assembly and the Senate. Each summary includes information on the bill's number, sponsor, name, and session of passage, as well as an overview of its effects and implications. A list of bills introduced but not enacted, each with a statement of the general area covered, concludes the report. (HB)

ED 250 032 JC 840 562

Student Services in Illinois Community Colleges: A Manual for Student Services Professionals.
Illinois Council of Community Coll. Administrators.
PUB DATE- Mar 81
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; *Community Colleges;

ED 250 045 JC 840 582

Census Users Manual. Improving Community College Evaluation and Planning.

California Community Colleges, Sacramento. Office of the Chancellor.; Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 83

NOTE- 64p.; For related documents, see JC 840 840 576-584. The Census Questionnaire (appendix 5) is marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Census Figures; *College Planning; Community Colleges; *Data Analysis; *Research Utilization; Two Year Colleges

IDENTIFIERS- *California

One of a series of reports resulting from a Fund for the Improvement of Postsecondary Education project to improve planning and evaluation in community colleges, this report explains how colleges can use census data to assess the characteristics and educational requirements of individuals in their service areas. The report begins with a description of how and where to obtain census data, followed by an examination of the types of data that are available and the kinds of district data aggregations that can be produced. Next, sections on census data elements and census geography provide census subject items and geographical divisions used in the process. The sections that follow examine some of the ways census data can be used, focusing on applications in college planning, the establishment or modification of state priorities, and the accreditation process. Finally, other information available from the Census Bureau and related sources of data are highlighted. Appendices contain lists of state data center affiliate offices and the major report series from the 1980 census; an illustration of the hierarchical relationships among census geographic units; an annotated copy of the 1980 census questionnaire; an enumeration of changes in the census questionnaire from 1970 to 1980; a discussion of the noncomparability of 1970 and 1980 race/ethnic data; and

Specific purposes were to determine (1) the internal consistency of the Parent Problem-Solving Scale (PPSS), of its subclasses, and of a combined subscale; (2) the relationship between problem-solving competence and the frequency at which each problem was experienced, and further, experienced as problematic; and (3) gender differences in problem-solving competence. The PPSS consisted of 15 items, each presenting a problematic situation and a corresponding satisfactory ending related to general, child care, and life management problems. A total of 15 mothers and 8 fathers who had one child between 9 and 24 months of age completed the self-administered PPSS. Subjects were instructed to write a paragraph-long middle section for each item. Results indicated acceptable internal consistency across items and for a subscale, which consisted of child care and life management items. Also found were some significant correlations for individual items and insignificant Pearson product-moment correlations across items between problem-solving competency and both the frequency at which each problem had been experienced and the frequency at which each problem had been experienced as problematic. A main effect for gender across the entire scale indicated greater problem-solving competence in females than in males. Directions for further development of the problem-solving technique are indicated. (Author/RH)

ED 250 059 PS 014 448

Jaworski, Anne Porter; Brummel, Brenda
Introducing Computer Education into an Early Elementary Curriculum.
PUB DATE- Jan 84
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Creativity; *Elementary School Students; Grade 1; *Group Activities; Learning Strategies; Literature Reviews; *Mathematics Skills; Primary Education; *Problem Solving; Student Attitudes
IDENTIFIERS- *LOGO Programing Language; Piagetian Tasks; *Piagetian Theory

In addition to reviewing the literature on the pros and cons of computer use in the schools, this document reports the results of a research project in which 13 pairs of first graders learned to use the LOGO computer language over a 10-week period as part of their

Correspondence Survey.

Queensland Dept. of Education, Brisbane (Australia).

REPORT NO.- ISBN-0-7242-1261-2

PUB DATE- Jan 83

NOTE- 73p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Correspondence Schools; Distance Education; *Educational Radio; *Educational Television; Foreign Countries; Media Research; *Parent Attitudes; Parent Education; *Preschool Children; Preschool Education; Program Evaluation; *Programing (Broadcast); *Rural Areas; State Surveys

IDENTIFIERS- *Australia (Queensland); Australian Broadcasting Commission; State Preschool Correspondence School (Australia)

In September 1981, the Research Branch of the Department of Education in Queensland, Australia was asked to carry out a brief survey of the opinions of all parents or supervisors of Preschool Correspondence (PC) children. (PC is a home based early education program for families with 4- to 5-year-old children who live in geographically isolated areas of Queensland.) Specifically, the questionnaire concerned three early education programs produced by the Australian Broadcasting Commission (ABC). The programs were "Playschool," a television program for preschool children; "Kindergarten," a radio program for preschool children; and "About Children," a radio program for parents of preschool children. The main purposes of the survey were to determine how much PC children and their parents used the programs and to investigate various aspects of the broadcasts, including factors possibly affecting use, opinions on the programs' enjoyability or helpfulness, and suggestions for improvement. Survey results were based on 530 responses from parents and were reported in three sections: (1) "Use of ABC Early Education Broadcasts" shows that "Playschool" was viewed by 70% of PC children 3 to 5 days per week, and not viewed at all by 11%. "Kindergarten" was viewed by 12% of PC children 3 to 5 days per week, and not viewed at all by 56%. "About Children" was viewed 3 to 5 days per week by 9% of the parents, and not viewed at all by 68%. (2) "Factors Affecting Use..." includes reported access to television sets and television reception, knowledge of programs and level of interest, and timing of broadcasts. (3) "Program Users Opinions ..." deals with the children's enjoyment of the programs and the helpfulness of "About Children" for parents. A synthesis of results with guidelines for an ongoing review concludes the document. Appended are the survey questionnaire, an analysis of comments received from respondents, and suggestions for improving ABC early education broadcasts. (RH)

have described findings and provided some evidence concerning the concurrent and predictive validity of the process. This study represents a further attempt to assess predictive validity by relating teachers' ratings to students' scores on standardized tests of academic aptitude and achievement. Additionally reported are a detailed analysis of the pattern of students' early identification ratings over the 1978-79 to 1981-82 years and the relationship of these patterns to students' sex, age, ability, and achievement. The association of student geographic mobility with student characteristics and early identification ratings is also described. Generally, the 4-year follow-up of the 2,569 students in kindergarten classes of 1978-79 confirms the findings of earlier studies, indicating that EID ratings have satisfactory predictive validity and that changes in students' status from year to year are sufficient to justify annual screenings. (RH)

ED 250 087 PS 014 663

Perkins, Richard; Oldenburg, Brian
Illness in the Family: Old Myths and New Truths! Unit for Child Studies. Selected Papers Number 19.
New South Wales Univ., Kensington (Australia). School of Education.
PUB DATE- 82
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asthma; Case Studies; *Diseases; Emotional Adjustment; *Family Influence; Foreign Countries; Interdisciplinary Approach; Models; *Psychosomatic Disorders; *Therapy
IDENTIFIERS- Australia (New South Wales); *Multifactorial Models

A multifactorial model of phases in the development and progress of physical illness is described, and the model's utility is illustrated. The model consists of antecedent and concurrent conditions and consequences related to physical, psychological, and social factors and their interaction. The application of the model is illustrated by a theoretical discussion of childhood asthma and by a case study of a young adolescent presenting muscular weakness in which it was extremely difficult to delineate the parts played by physical, psychological, and social factors in the causes of the affliction. (RH)

Identification; Second Language Learning; *Social Development; Socioeconomic Status; Teacher Education; Young Children
IDENTIFIERS- Intrinsic Motivation; Silver Test of Cognitive Creative Skills; Symbolic Play

The ten chapters in this volume address issues of concern to those who work with or conduct research with young children and those who plan programs or prepare others for teaching or caregiving. Included are "The Development of Bilingual and Bicultural Competence in Young Children," by Muriel Saville-Troike; "Development of Children's Racial Awareness and Intergroup Attitudes," by Phyllis Katz; "Motor Skill Development in Young Children: Current Views on Assessment and Programming," by Michael Wade and Walter Davis; "Curiosity and Self-Directed Learning: The Role of Motivation in Education," by Edward Deci and Richard Ryan; "Peer Relationship Development in Childhood," by Sherri Oden; "The Symbolic Play of Lower-Class and Middle-Class Children: Mixed Messages from the Literature," by Virginia Stern; "Developing Cognitive Skills through Art," by Rawley Silver; "The Kindergarten: A Retrospective and Contemporary View," by Bernard Spodek; "A Comparison of Multi-Age and Homogeneous Age Grouping in Early Childhood Centers," by Paula Freedman; and "Caring for the Caregivers: Staff Burnout in Child Care," by Marcy Whitebook, Carollee Howes, Rory Darrah, and Jane Friedman. (CB)

ED 250 101 PS 014 677

Katz, Lilian G., Ed.; And Others
Current Topics in Early Childhood Education. Volume V.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89391-248-4
PUB DATE- 84
NOTE- 234p.; For earlier volumes, see ED 140 988, ED 180 596, ED 196 511, and PS 014 676. For individual chapters, see ED 219 126, ED 219 158, ED 220 178, ED 220 198, ED 224 598, ED 225 639, ED 226 836, and ED 227 967.
CONTRACT- 400-78-0008
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Cloth, $29.50; Paper, $16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works -

Reyhner, Jon; And Others
Heart Butte: A Blackfeet Indian Community = Moisskitsipahpiistaki Siksikaiitsitapi Ohkanopissini.
Heart Butte School District #1, MT.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 24p.
GRANT- G008103248
AVAILABLE FROM- Montana Council for Indian Education, Box 31215, Billings, MT 59107 ($1.45 ea.).
LANGUAGE- English; Blackfeet
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Indian Education; *American Indian Reservations; American Indians; Bilingual Education Programs; Captions; *Community Characteristics; Grade 1; *Life Style; Photographs; Primary Education; *Supplementary Reading Materials; Translation; Tribes
IDENTIFIERS- *Blackfeet (Tribe); *Blackfeet Indian Reservation

A collection of photographs published by the Heart Butte Bilingual Program depicts student life in Heart Butte on the Blackfeet Indian Reservation in northern Montana. Each photograph is captioned both in first-grade English and in Blackfeet. Included are Photographs of the community center, a general store, a church, the Heart Butte school, a school social gathering, a band, dancing, eating, and play and learning activities. A Blackfeet glossary of words used is appended. (MM)

ED 250 116 RC 014 963

Schon, Isabel
Recent Detrimental and Distinguished Books about Hispanic People and Cultures.
PUB DATE- 81
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)

1983). For the other reports from this Symposium, see RC 015 006-013.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)
DESCRIPTORS- Agribusiness; *Agricultural Trends; Dairy Farmers; Farm Management; Income; *Land Use; Marketing; Natural Resources; *Needs Assessment; *Policy Formation; Problems; Rural Development; Rural Economics; Statewide Planning; Tables (Data); *Trend Analysis
IDENTIFIERS- *Goal Setting; *New York

Symposium participants concentrated on maintaining the economic viability of agriculture through improved agribusiness techniques including increased individual and collective marketing strategies and greater responsiveness to consumer demands. Related problems were decline of roads and bridges, competition with nonagricultural users for rural resources, and bureaucratic barriers to agricultural progress. Trends indicated declines in agricultural production, farm income, and number and size of farms and increases in direct marketing by farmers, debt-to-asset ratios, and property taxes. Among the strengths noted were low land prices, abundant resources and effective conservation practices, access to capital, human, and information resources, legislative support, and a strong agriculture-related economy. Goals centered around production, processing, and marketing improvements; preservation and expansion of the agricultural land base; and financial and regulatory policies conducive to agricultural development. Appended lists, maps, and charts reflect supporting data relative to population growth, land use and agricultural acreage, farm income and farm product sales, patterns of food consumption and expenditures, and agricultural employment. (MM)

ED 250 130 RC 015 012

Government and Management in Rural New York State: A Preliminary Report.
New York State Legislative Commission on Rural Resources, Albany.
PUB DATE- 10 May 84
NOTE- 50p.; One of nine reports from the Statewise Legislative Symposium on Rural Development (1st, Albany, NY, October 5-7, 1983). For the other reports from this Symposium, see RC 015 006-013.
LANGUAGE- English

Route One, Rough Rock, AZ 86503 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian History; American Indians; *Ancient History; Archaeology; *Cultural Background; *Ethnic Origins; Higher Education; Legends; Secondary Education; Tribes
IDENTIFIERS- *Navajo (Nation); *New Mexico (Northwest)

Using archaeological data, written chronicles of Spanish explorers and missionaries, and oral narratives and legends, the book traces the history of the Navajo people to their original homeland, Dinetah, located primarily off the present reservation in an area south and east of Farmington, New Mexico. The book discusses various theories on Navajo entry and time of arrival into the region and presents an argument for a Navajo arrival date in the Southwest of 1300 A.D. or earlier. The book emphasizes the cultural-historical significance of the area and the importance of protecting the region as a natural and sacred tribal resource. The book includes an extensive section of photographs of Dinetah Navajo rock art and material culture from the Blanco, Delgadito, Crow, and Palluchi canyons and a 214-item list of references. The second in a series of three, the book is intended to supplement a Navajo Studies program at Rough Rock Demonstration School, Arizona. (NEC)

ED 250 144 RC 015 033

Eck, Norman K.
Contemporary Navajo Affairs: Navajo History Volume III, Part B.
Rough Rock Demonstration School, AZ. Navajo Curriculum Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
REPORT NO.- ISBN-0-936008-05-9
PUB DATE- 82
NOTE- 304p.; For Volumes I and II of this series, see ED 055 003 and RC 015 032.
AVAILABLE FROM- Navajo Curriculum Center, Rough Rock School, Star Route One, Rough Rock, AZ 86503 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Administrative Organization; *American Indian History; *American Indian Reservations; American Indians; *Economic

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; *Contrastive Linguistics; *English; English (Second Language); Error Analysis (Language); *FLES; *Interference (Language); *Korean; Second Language Learning; *Sentence Structure; Standard Spoken Usage; Structural Grammar; Transformational Generative Grammar

A contrastive analysis of English and Korean sentences, including error analysis, is presented. The study focuses on word order, comparing the languages' similarities and differences with the objective of understanding better how the structural differences inhibit the progress of the Korean learner of English. The English data are derived from reference books and some colloquial expressions. The Korean data are drawn from the author's standard Korean dialect. The analysis begins with an outline of special features of Korean grammar and a definition of word order, and proceeds to parallel descriptions and discussion of the roles of modifiers and prepositions, basic sentence patterns, sentence types, the passive voice, introductory pronouns, numerical expressions, expressions of degree, some idiomatic expressions, and some passive and causative expressions in the two languages. Both structural and transformational approaches to the grammars are used in the comparison. It is concluded that structuralism is useful for the actual teaching material, and transformational-generative grammar is useful for analysis of the semantics of the sentence and its function, which are neglected in structuralism. The use of contrastive analysis for assisting Korean speakers in learning English is recommended in addition to continued exposure to real speaking situations in English. (MSE) earliest multiword utterances is semantically-based, fails to provide an adequate description of even the earliest multiword utterances, and that the most sparing account of the acquisition data must include reference to syntactic features. Data from 11 monolingual Italian speaking children aged 1.9 to 2.4 years were analyzed for five productive processes in early language: subject-verb agreement, agreement with noun phrase, absence of lexical subjects, post-verbal subjects, and clitic/noun phrase distribution. In each instance, the empirical predictions deriving from a semantically-based system are not supported by the acquisition data. It is concluded that all the data point to an early grammar making reference to various grammatical categories, rules, and relations, a grammar that, unlike the semantically based model, is not qualitatively different from adult grammar and in which syntax and semantics develop in parallel. (MSE)

DESCRIPTORS- *Acceleration (Education); Art; *Classroom Environment; *Classroom Techniques; Comparative Education; Foreign Countries; Low Achievement; Professional Associations; Remedial Reading; Russian; *Second Language Instruction; *Suggestopedia; Teacher Education; Teaching Methods
IDENTIFIERS- France (Paris); Intensive Courses; USSR

A collection of articles concerning suggestive-accelerative learning and teaching (SALT) methods includes: "Suggestive Teaching Methods in the Soviet Union" (Eva Szalontai); "SALT Applied to Remedial Reading: A Critical Review" (Allyn Prichard and Jean Taylor); "The Waldorf Schools: An Artistic Approach to Education" (Earl J. Ogletree); "Effects of Guided Imagery Activity on Various Behaviors of One Class of Low Achieving Students" (Beverly Galyean); "Cognitive Expansion, Relaxation and Music Background in a Recognition Task" (Mathias E. Stricherz and Valerie T. Stein); "Le Bien-Etre a l'Ecole: Relaxation Techniques in Paris Schools" (W. Jane Bancroft); "Review of Cassette Tape Set by Mimi Lupin: Peace, Harmony, Awareness: A Relaxation Program for Children" (Charles E. Britton); "SALT with a New Format" (Kay U. Herr); "Intensive Russian Language Course" (L. V. Melnikova); "How to Teach Russian Pronunciation" (N. G. Krylova); and "Competency in Suggestion-Based Teacher Training: A New Approach" (Ray B. Bordon and Sheldon Pinsky). (MSE) minority men tended to be working part-time students. High percentages of all race-gender subsamples expressed a need to form career plans, but the percentage was particularly high for minority women. Overall, the minority women were less satisfied with the university than were the other subsamples. Many underclass minority students stated that they intended to major in business, but upperclass students were more likely to major in education, social welfare, or a social science. For both minority and white students, the helpfulness of professors and advisors was significantly correlated with satisfaction with the university. For white students, satisfaction was a function of relationships with faculty; for minority students, the whole social climate was important. (Author/SW)

part-time enrollments by sector and institution; full- and part-time enrollments; and the numbers of students beginning college directly from school. (SW)

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; College Administration; College Admission; *College Faculty; College Libraries; College Students; Course Content; Educational Finance; *Enrollment Trends; Expenditures; *Foreign Countries; Foreign Students; *Higher Education; Public Education; Research; School Organization; Student Financial Aid
IDENTIFIERS- *Norway

The system of higher education of Norway is described. After tracing the history and present structure of the Norwegian higher education system, information is provided on: the administrative structure, staff, costs, library service, the content and organization of courses, research in higher education, adult education, teaching and evaluation methods, admission regulations, financial aid and social welfare measures for students, and foreign students. Information is presented on: regional distribution of higher education institutions, 1971-1979; number of colleges according to type and region, 1979; student enrollments according to region and type of college, 1979; student enrollments at universities, regional colleges, and colleges of education, 1938-1979; the number and percentage of 19- to 24-year-olds who are students; the ownership of higher education institutions; teachers in full- and part-time posts according to type of institution and type of position; public expenditures for higher education; and expenditures for research and development by sector. Appendices include a list of higher education institutions by county for 1981; and data on university and college graduates for 1971/1972-1978/1979. (SW)

of some of the major problems associated with the university, were fragmentation, politicization, and the idea of the university. The Victorian literature is limited to several authors: Matthew Arnold, Thomas Henry Huxley, John Stuart Mill, John Henry Newman, Walter Pater, Thomas Carlyle, and Samuel Taylor Coleridge. The Victorian themes selected for discussion were the precursors of 20th century issues: the unity of knowledge; the rise of secularism; the religion of culture, especially Matthew Arnolds' cultural canon; the nineteenth-century science-humanism debate; and the "idea" of the university. Additional considerations include the mission of the university: teaching, research, public service, and criticism. Specifically, the importance of a liberal education and questioning during the 1960s about the relevance of such studies are addressed. (SW)

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Policy; *Administrator Role; College Administration; *College Admission; *College Attendance; College Choice; *Educational Benefits; Educational Demand; Enrollment; Higher Education; Institutional Characteristics; *Marketing; Student Costs; Student Financial Aid; *Student Recruitment; Tuition

Enrollment management is discussed with focus on the expanding role of admissions professions and their increasing impact on institutional policymaking. Enrollment management influences the size, shape, and characteristics of a student body by directing student marketing and recruitment as well as pricing and financial aid. Attention is also directed to reasons why enrollment managers need to exert a strong influence on academic and career advising, academic assistance programs, institutional research, orientation, retention programs, and student services. Chapters cover the following topics: the demand for higher education, college choice, the effects of pricing and financial aid on attendance, recruiting high school graduates, retaining students, current research on the impact of college on students' cognitive and noncognitive growth, the impact of different kinds of colleges, the outcomes of higher education, and the future of enrollment management. The following educational outcomes are considered: the significance of higher education over a lifetime, economic and noneconomic benefits of higher education, and consumptive benefits. One chapter was contributed by Terry E. Williams: "Recruiting Graduates: Understanding Student-Institution Fit." A bibliography is included. (SW)

about what kind of software to buy and create. Both groups must base these decisions or criteria that consider what it is important to learn in our technological era, what is workable, and what is currently practical and cost-effective. Five criteria that are central to these decisions are met by "tool" software, or software that helps users access, organize, and reorganize information of a particular type, as do word processors, database management systems, music editing systems, and graphic editors. Tools do not specify what users must do but define the activities in which they can engage. Tool software meet these important criteria because they (1) help students acquire and use strategies for managing information; (2) help students learn about important aspects of technology; (3) can be assimilated into existing classroom curricula while providing the possibilities of new classroom activities and learning; (3) are cost-effective for both developers and purchasers; and (5) can be developed for the personal computers currently in use in schools. Creating software that benefits students and teachers will require collaborative efforts among technology specialists, educational practitioners, and researchers. Ten references are listed. (LMM)

Library of Congress, University of Louisville, and San Francisco Academy of Comic Art) as well as from heads of collections at 12 other universities and 1 public library. Science fiction, detective fiction, and hero pulps are identified as the three genres of main pulp interest. Characteristics and histories of the pulp collections are noted, problems are identified, and remedies are suggested. A list of references is included. (THC) experimental project to test the costs and benefits of OCLC use in small and medium-sized libraries. A series of 8 reports on the project have been produced, and the tables from the first report, which give descriptive statistics for the project libraries, are included as Appendix A of the present document. The sixth in the series, this report describes the use of public access OCLC terminals in the participating libraries. During the project OCLC terminals were placed for 6-month periods in public areas of most of the libraries. This report covers public and staff use of these terminals, their attitudes and reactions, and the effect that public access had on interlibrary loan and on the decision to continue or not continue using OCLC after the project. Appendices, which make up more than half the report, include statistical information on project libraries and a map of the IVLS; public access terminal schedule; project brochure; instructional signs for public access terminals; figures for interlibrary loan activity for each library having a public access terminal; patron questionnaire; and staff interviews concerning public access terminals. (THC)

industry. Study findings included the following: (1) most support for college programs resulted from long-term relationships with the donor business or industry; (2) successful colleges carefully chose community advisory committee members who would be in the best position to aid the program and provide an informal network of communication with local businesses; (3) successful programs were characterized by an active faculty who were eager to work with business and industry, local and statewide publicity efforts, and a "pro-business" attitude; (4) proper recognition of donors, follow-up of vocational program graduates, staff participation in community activities, and extensive knowledge of companies targeted as donors were also considered important to program success; and (5) many hours of staff time were needed to ensure program success. The interview schedule is appended. (LAL)

Counseling Services; Organizational Objectives; *Statewide Planning; *Student Personnel Services; Student Placement; Two Year Colleges
IDENTIFIERS- *Illinois

Designed for trustees, administrators, practitioners, and students, this manual articulates a philosophical basis for student services in Illinois community colleges, and describes, categorizes, and provides guidelines for various aspects of these services. Introductory material outlines the characteristics of the state's community colleges that suggest a special role for student services, provides a history of the development of the manual, and sets forth a philosophy for student services which emphasizes the student's role in his/her own educational development and the importance of integrating student support activities. Next, guidelines are provided for the evaluation of student assessment and academic placement in the colleges. Each of the next sections addresses one particular aspect of student services, providing a definition of the service function, a statement of goals and objectives for that area, an enumeration of the major functions of the service, comments on staffing needs and facility requirements, and comments specific to the area. The services covered are academic advising; financial aid; developmental affective education and counseling; student activities; health services; career counseling; career placement; and admissions, registration, and records. (HB)

sample census information on California. (LAL)

classroom activities. The first two chapters discuss the overall question of computer use in the school and review literature pertaining to the following areas: (1) reasons for using computers in the classroom; (2) arguments for using either computer assisted instruction or LOGO in the classroom; and (3) Piagetian theory that supports the use of LOGO in the classroom. Research methodology is described in the third chapter. The 11 research hypotheses concerned the ability of children to learn skills specific to controlling the computer as well as cooperative and individual problem-solving strategies, creative expression in a new medium, and abstract math and geometric principles. Data were subjective and included anecdotal records of each student, observations made by the classroom teacher, and information from each student's work file. The final chapter concludes that the research hypotheses were supported, that findings from other studies about the beneficial effects of working in small groups were confirmed, and that the computer instruction met the requirements of a Piagetian task. (Author/CB)

Ediger, Marlow
Handwriting and the Pupil.
PUB DATE- 79
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Objectives; Elementary Education; *Elementary School Students; Guidelines; *Handwriting; *Learning Activities; *Writing Instruction

Stressing the importance of instructional objectives, this discussion explores the relationship of handwriting to child characteristics and societal expectations. The nature of writing is described, and questions are specified for teachers to consider before determining educational objectives pertaining to handwriting. Guidelines for initial instruction in handwriting are offered. Subsequently, general objectives in handwriting are listed for cognitive skills and attitudinal domains; in addition, guidelines including examples are provided for writing specific learning objectives. The remaining third of the discussion points out opportunities for handwriting learning activities in several curriculum areas, including mathematics, science, social studies, language arts, and health. (RH)

General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Aesthetic Education; Child Development; *Early Childhood Education; Employer Supported Day Care; Literature Reviews; *Microcomputers; *Parent Education; *Play; Policy Formation; Preschool Education; *Socialization; Teacher Education; Young Children
IDENTIFIERS- Australia; Conceptual Analysis; *Latchkey Children; United States

The nine chapters in Volume V address issues of concern to those who work with or conduct research with young children and those who plan programs or prepare others for teaching or caregiving. Included are "Recent Research on Play: The Teacher's Perspective," by Millie Almy, Patricia Monighan, Barbara Scales, and Judith Van Hoorn; "Putting the Child into Socialization: The Development of Social Categories in Preschool Children," by Kurt W. Fischer, Helen H. Hand, Malcolm W. Watson, Martha M. Van Parys, and James L. Tucker; "Children's Aesthetics," by Ellis D. Evans; "Microcomputers in Early Childhood Education," by Mima Spencer and Linda Baskin; "Enhancing the Effectiveness of Parent Education: An Analysis of Program Assumptions," by Douglas R. Powell; "Latchkey Children," by Thomas J. Long and Lynnette Long; "The Challenge of Employer-Supported Child Care: Meeting Parent Needs," by Dana E. Friedman; "Factors Affecting Policies in Early Childhood Education: An Australian Case," by Jacqueline J. Goodnow and Ailsa Burns; and "The Education of Preprimary Teachers," by Lilian G. Katz. (RH)

DESCRIPTORS- Adolescent Literature; *Book Reviews; Books; *Content Analysis; Cultural Background; Fiction; Hispanic American Culture; *Hispanic Americans; *Literary Criticism; Nonfiction; Poetry; *Social Bias

IDENTIFIERS- *Cultural Content; Pre Columbian History

The article discusses nine detrimental and six distinguished books about Hispanic people and cultures, published since 1979 for young readers. It is suggested that many recent books that depict Hispanic people and cultures repeat the same stereotypes, misconceptions and insensibilities that were prevalent in books published in the 1960s and early 1970s. The books that are considered detrimental contain such themes as the poverty of Mexican people, a Cuban girl's embarrassment about her background, distorted narratives of pre-Columbian history, and exaggerated and/or simplistic discussions of serious problems of Latin America. The books that are considered distinguished, on the other hand, tell about the joys, wisdom, and fantasy of Hispanic people as well as the beauties of ancient cities in Peru and the works of Hispanic poets and performers. The nine detrimental books are: "One Mexican Sunday" (Mike Oehler), "Home for a Stranger" (Joan Talmage Weiss), "Luisa's American Dream" (Claudia Mills), "Maybe Next Summer" (Don Schellie), "Growing Up in Aztec Times" and "Growing Up in Inca Times" (Brenda Ralph Lewis), "Beyond the Andes: My Search for the Origins of Pre-Inca Civilization" (Pino Turolla), "Puerto Rico, Island between Two Worlds" (Lila Perl), and "Revolutionary Cuba" (Terence Cannon). The six distinguished books are: "Cuentos: Tales from the Hispanic Southwest" (Jose Griego y Maestas), "Chileno!" (Antonio Skarmenta), "Lost City in the Clouds: The Discovery of Machu Picchu" (Elizabeth Gemming), "A Journey to Cuzco" (Mary Ruth Myers), "Alicia and Her Ballet Nacional de Cuba" (Walter Terry), and "The Dream below the Sun: Selected Poems" (Antonio Machado). (NQA)

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Proceedings (021)
DESCRIPTORS- Definitions; Government (Administrative Body); Governmental Structure; *Local Government; Needs Assessment; Population Trends; Problems; *Public Administration; *Public Policy; Revenue Sharing; *Rural Development; School Community Relationship; *State Government; Statewide Planning; Tables (Data); *Trend Analysis
IDENTIFIERS- Goal Setting; *New York

Symposium participants identified trends, strengths, and weaknesses in local governments in rural New York and clarified the current status of the state-local governance and management partnership. Among the trends cited were a population shift from urban to rural areas and a corresponding need for more services, increasing state mandates and decreasing state financial assistance, and increased resistance to centralized governments with greater reliance on local problem solutions. Strengths included effective local governments; availability of private and voluntary resources as well as such governmental resources as special commissions, city and state agencies, and federal programs; and potential assistance from rural educational institutions. Cited as weaknesses were isolation, legal constraints on local governments and services, lack of financial and technical assistance, ineffective government structures and management, and effects of land use disputes. Goals to improve government and management encompassed efforts in financial, legal, structural, educational and technical assistance areas. Appended are lists, maps, and charts reflecting population distributions, governmental structures, expenditures for various services, and sources of revenue, and other supporting statistical data. (MM)

Development; *Federal Indian Relationship; Government (Administrative Body); Health; *Health Programs; Health Services; Higher Education; Modern History; Natural Resources; Reservation American Indians; Secondary Education; Small Businesses; Tribal Sovereignty; Tribes

IDENTIFIERS- *Navajo (Nation); Tribal Councils; *Tribal Government

Written specifically for Navajo junior high through college students, but also serving those interested in modern reservation developments and processs, the third volume of a curricular series on Navajo history provides a synthesis of data and pictorial records on current events in the areas of Navajo government, economic development, and health. Unit I focuses on historical aspects of the tribal council: oil and mineral development; business council; Indian Reorganization Act; stock reduction and constitution; constitutional assembly; council reorganization; World War II; budgets; voting; Navajo-Hopi Rehabilitation Act; advisory committee; tribal election procedures; Navajo constitution; beginning of the chapter system; chapter listings, officers, and duties; and Navajo suffrage and citizenship. Unit II describes the history, personal viewpoints, and current tribal efforts regarding the joint use area, Office of Navajo Economic Opportunity, and Dinebeiina Be Agaditahe (People's Legal Services). Unit III considers development of the economy (employment, unemployment, and Navajo energy policy); natural resources (coal, uranium, oil, irrigation, and forest products); and small business (examples, problems, importance). Unit IV addresses health programs, philosophy, planning, agencies, motor vehicle accidents, and alcohol. Unit V presents an interview with tribal chairman, Peter MacDonald; contemporary viewpoints on energy, tribal budget, and federal support; and the tribal organization chart. (NEC)

DOCUMENT RESUME

ED 250 145 RC 015 039

Teasdale, G. R.; Whitelaw, A. J.
The Early Childhood Education of Aboriginal Australians: A Review of Six Action-Research Projects.
Australian Council for Educational Research, Hawthorn.
PUB DATE- 81
NOTE- 191p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Compensatory Education; Cultural Background; *Demonstration Centers; *Early Childhood Education; Educational Background; Educational Objectives; English Instruction; Foreign Countries; *Language Skills; Parent Participation; Program Development; Program Evaluation; Rural Areas; *Rural Education
IDENTIFIERS- *Aboriginal People; *Australia

The book describes the setting, objectives, program, evaluation and achievement of six innovative action-research early childhood education projects for Aboriginal Australian children, traces various previous attempts to provide education, and provides an historical background of the estimated 140,000 Aboriginal people who make up 1% of Australia's total population. Based on the North American compensatory education model, the Bourke Project, in 1969, chose an experimental methodology and then devised an appropriate teaching program to fit the methodology. Also begun in 1969, the New South Wales van Leer Project established 12 centers, now operated by Aboriginal people, where parents provide learning experiences for themselves and their children. Functioning between 1969 and 1972, the Victorian van Leer Project developed experimental Aboriginal preschools in contrasting rural and urban settings. The South Australian van Leer Project established two preschools in 1969 to prepare children for more effective entry into the formal school setting. The Katherine Project, operating from 1970 to 1973, emphasized development of language and communicative skills by Aboriginal children in the first four primary grades. The Queensland van Leer Project, initiated in 1968 and since implemented in all Aboriginal schools throughout the state, developed a sequenced language teaching program for the

ED 250 160 SE 045 134

Buchanan, Aaron
The Shape of Learning Opportunity in School Arithmetic and General Mathematics.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TN-80
PUB DATE- 14 Dec 82
NOTE- 42p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; *Elementary School Mathematics; Elementary Secondary Education; Junior High School Students; *Mathematics Curriculum; *Mathematics Instruction; *Mathematics Skills; *Textbooks; Time Factors (Learning)
IDENTIFIERS- *Mathematics Education Research

This report provides a detailed analysis of skill complexes in the multi-year sequence of arithmetic and general mathematics that are covered in school textbooks prior to the beginning of formal algebra. The analysis is organized to show the shape of the learning opportunity that most students are likely to get in school by about the time they reach the end of grades 1-8. The focus is on the mathematical tasks that students do, and in particular what they do today so that improvements in learning opportunities can be designed. Students mainly get opportunities to learn how to do things in mathematics, rather than to understand mathematical meaning. Similarities in content across textbooks for the same grade level are far more striking than the differences, but there are real differences in the way many topics are presented, and in the sequencing of topics during the year. There seems to be much consensus regarding what schools can, or at least do, accomplish. The report then briefly highlights the follwoing topics: whole numbers, computation with whole numbers, common fractions, decimals, percent, ratio and proportion, probability and

DOCUMENT RESUME

ED 250 174 SE 045 150

Libeskind, Shlomo; And Others
Logo Activities in Elementary Geometry.
Montana Univ., Missoula. Dept. of Mathematics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
NOTE- 50p.
GRANT- SER-8160728
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Oriented Programs; Computer Software; Elementary Secondary Education; *Geometric Concepts; *Instructional Materials; Learning Activities; *Mathematics Education; *Mathematics Instruction; *Microcomputers; Preservice Teacher Education; *Programing; Teaching Methods
IDENTIFIERS- *LOGO Programing Language

These activities were designed for use at the University of Montana, where they were tested for four quarters in a mathematics for elementary teachers course on informal geometry. They are for use with Apple II-Plus computers with 64K memory or Apple IIe computers and MIT Logo. (Modifications are necessary if the activities are to be used with Apple Logo or with MIT Logo for the Commodore 64.) Specific directions are given to the student for beginning to work, as well as for such activities as: turtle commands; designing procedures; workspace management; initializing disks and saving files on a disk; work with circles; recursion, POLY, and other procedures; constructions; and transformational geometry ideas. Generally, part of each page guides students to learn a procedure or idea, and then additional tasks or problems are posed. Finally, a summary of commands is given. (MNS)

ED 250 175 SE 045 151

DOCUMENT RESUME

ED 250 188   SE 045 167

Backler, Alan
Energy and Economics for the Senior High Grades. Unit III. Lessons and Activities for the Senior High Grades.
Indiana State Dept. of Commerce, Indianapolis. Div. of Energy Policy.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Jun 84
NOTE- 170p.; For related documents, see ED 245 889, SE 045 166.
GRANT- DE-FG45-76CS60038
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decision Making; *Economics; *Energy; *Energy Conservation; *Energy Education; High Schools; *Learning Activities; Lesson Plans; *Resource Materials
IDENTIFIERS- Energy Education Curriculum Project

Twelve energy lessons developed for use by senior high school students are presented. These lessons are designed to help students become more aware of the energy choices that they must make in the present and for the future and to understand that the costs of maintaining a specific standard of living and thriving national economy can be controlled with wise energy choices and decisions. Each lesson includes: statement of concept(s) fostered; time requirement; list of materials needed; rationale; the economics concepts and/or topics contained in the lessons; instructional objectives; suggested teaching procedure; suggested evaluation strategy; additional activities; and (when applicable) student handouts, worksheets, and transparency masters. Among the concepts fostered in the lessons are: productive and natural resources; consumption; opportunity costs; substitutes; externalities; determinants of and changes in supply and demand; and the price mechanism. Included is a list of free and inexpensive materials by these subject areas: coal; conservation; economics and energy; electricity; energy (general); energy education; environment; natural gas; nuclear energy; petroleum; renewable energy sources; and synthetic fuels. Also included is a glossary of important

DOCUMENT RESUME

ED 250 203 SE 045 223

Kelly, Alison; And Others
Girls into Science and Technology. Final Report.
PUB DATE- May 84
NOTE- 56p.
AVAILABLE FROM- GIST, Department of Sociology, University of Manchester, England (1 pound and a stamped self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Curriculum Development; *Females; Science Education; Science Instruction; Sciences; Secondary Education; *Secondary School Science; *Sex Stereotypes; *Student Attitudes; Teacher Attitudes; Teaching Methods; Technology
IDENTIFIERS- *Girls into Science and Technology Project; Great Britain; Science Education Research

Girls into Science and Technology (GIST) was an action-research project which took action to improve girls' achievement in science and technology and investigated the reasons for their underachievement. The project followed a cohort of students in eight coeducational comprehensive schools from the time they entered secondary school until they made their option choices at the end of the third year. During this time, project staff worked with teachers to devise and implement strategies to reduce sex stereotyping. Among these strategies were a program of visits by women working in technical fields, posters and worksheets about women's contributions to science, curriculum development to produce female-oriented materials, and career advice linked to option choices in schools. Results indicate that the project was successful in refining the understanding of girls' and boys' attitudes and stereotypes about science and the process of option choices. The specific focus of interventions was the stereotyping of science and technology as masculine, and in this respect the children's attitudes were considerably modified. However, children's option choices were less susceptible to GIST interventions. In addition, some teachers' attitudes altered in the desired direction. (JN)

DOCUMENT RESUME

ED 250 215 SE 045 248

Brannan, Richard; And Others
Problem Solving in Mathematics, In-Service Guide. Lane County Mathematics Project.
Lane County Education Service District, Eygene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Office of Policy and Program Development.
REPORT NO.- ISBN-0-86651-190-3
PUB DATE- 83
NOTE- 43p.; For related documents, see SE 045 241-247. In-service audio cassette tapes, which provide indepth guidance on using the PSM grade-level books, are available for loan upon request.
AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($18.95, $120.00 for entire set; audio-cassette tapes no charge, on 2-week loan).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; *Inservice Teacher Education; Intermediate Grades; Junior High Schools; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Problem Sets; *Problem Solving; Program Descriptions; *Secondary School Mathematics; Skill Development; Teacher Behavior
IDENTIFIERS- *Problem Solving in Mathematics Project

Problem Solving in Mathematics (PSM) is a program of problem-solving lessons for grades 4-9. The content objectives of these lessons are similar to those of most textbooks. However, PSM emphasizes problem-solving skills and a variety of instructional strategies which foster the development of such skills. These strategies include direct instruction, guided discovery, laboratory work, small-group discussions, nondirective instruction, and individual work. This guide shows how PSM lessons should be used and how PSM activities can be integrated into the regular mathematics curriculum to provide students with a more stimulating problem-solving experience. Areas addressed include: the nature of problem-solving in mathematics; the philosophy of the PSM program; how PSM is different from other problem-solving materials; implementing PSM in schools; what research says about

DOCUMENT RESUME

ED 250 229 SO 015 950

Sokoloff, Natalie J.
The Impact of Economic Crises on Women's Employment: A Comparison of the Great Depression (1930s) and the Current Crisis (1970s-1980s).
PUB DATE- Jun 84
NOTE- 58p.; Paper presented at the Berkshire Conference on the History of Women (6th, North Hampton, MA, June 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Economic Climate; *Employed Women; *Employment; Family Life; *Females; Feminism; Government Role; Modern History; Public Policy; Sex Discrimination; Unemployment
IDENTIFIERS- *Depression (Economic 1929)

Two areas in which the impact of economic crises on women's employment in the Great Depression of 1930 and during the 1970's and 1980's appear to be similar are examined: (1) the actual changes in female employment; and (2) the ideological campaigns and policies generated and/or reinforced, especially by the federal government, blaming women for male unemployment. In both periods of economic crisis, women's employment increased. The numerical increase, however, does not carry with it a commensurate increase in status, pay, and power for women. Women are pushed farther down the occupational hierarchy. During both periods hostility is expressed against women for taking jobs away from men; however, this hostility is expressed in different ways. During the Great Depression, propaganda campaigns and government intervention pressured women to leave the labor force altogether. In the 1970's and 1980's the message was one of putting women back in their place--a subordinate position to men, whether in the labor force or at home. The current hostile forces against women's employment blames women for upheavals in the family and in the labor market. (RM)

DOCUMENT RESUME

ED 250 244 SO 015 985

Education for International Understanding. Report of Regional Seminar on the Development of Unesco Associated Schools Project in Asia and the Pacific (Seoul, Republic of Korea, October 27-31, 1981).

Korean National Commission for Unesco, Seoul.

PUB DATE- 82

NOTE- 118p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Civil Liberties; Comparative Education; Cultural Awareness; Elementary Secondary Education; Foreign Countries; *Global Approach; *Humanistic Education; *International Cooperation; *International Education; Peace; World Problems

IDENTIFIERS- Asia; *Associated Schools Project; Pacific Region; *United Nations

This report on an Asian Regional Seminar is presented in two parts. In part one, a review of the reports of the countries participating in the seminar shows that there is continuity in adherence to the objectives of the Unesco Associated Schools Project set forth in 1953, which were: (1) to increase knowledge of world problems and global cooperation, (2) to develop international understanding through the study of other cultures, (3) to increase knowledge and observe the principles of human rights, and (4) to appreciate the workings of the United Nations system in trying to achieve universal peace, friendship, and progress. A summary of the seminar discussion, a synthesis of difficulties, problems, and issues, and recommendations are presented. The country reports in part two illustrate variance in approaches to education for international understanding and human rights and obstacles inherent in the realities of global politics and nationalism. Country reports for Bangladesh, Indonesia, Japan, Malaysia, Nepal, Pakistan, Philippines, Republic of Korea, Sri Lanka, Thailand, and Belgium are included. A special presentation entitled, "The Role of Education for International Understanding, Cooperation, and Peace in the Context of Development of the Asian and the Pacific Region toward Year 2000" (Park Bong-Shik), concludes the document. An appendix includes notes on the infusion of teaching about the United Nations in standard school subjects. Annexes include an

DOCUMENT RESUME

ED 250 258 SO 016 034

Selected Bibliography of Social Science Readings on Women of Color.
Memphis State Univ., TN. Center for Research on Women.
PUB DATE- 84
NOTE- 33p.
AVAILABLE FROM- Center for Research on Women, Publications Dept., Memphis State University, Memphis, TN 38152 ($3.00; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Ethnic Groups; *Females; *Minority Groups; *Race; Social Sciences
IDENTIFIERS- Latinos

A bibliography on people of color is divided into 11 sections. For each of five groups, a section on social science readings on the group in general is followed by a section on readings on women from that group. The groups are people of color, Afro-Americans, Asian Americans, Latinos, and Native Americans. A final section contains selected readings on women. Materials in each section are listed alphabetically by author and include bibliographic information and year of publication. Most of the 232 citations, which include books and journal articles, were published after 1970. (LP)

ED 250 259 SO 016 035

Burke, Christa; And Others
Youth-in-Action Program Implementation Manual. Revised Edition.
Constitutional Rights Foundation, Los Angeles, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- 82

DOCUMENT RESUME

SP

ED 250 271 SP 025 081

Taylor, Beverly W.; Dunbar, Ann M.

Achievement in Foundations Courses Related to Cognitive Level or Major?

PUB DATE- 75
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cognitive Processes; *Cognitive Style; *Education Majors; Foundations of Education; Higher Education; Preservice Teacher Education; Teaching Methods
IDENTIFIERS- *Piagetian Stages

Three research questions were posed for a study: (1) Are there differences among the Piagetian scores of students in the various teaching majors? (2) Do students at various cognitive levels differ in academic achievement? and (3) Do students in different teaching majors differ in achievement? The population included 670 education students enrolled in a course in developmental psychology. Of these, 33 were early childhood majors, 276 were elementary education majors, 188 were secondary education majors, and 168 were K-12 certification majors (i.e., music, art, and physical education). The remaining five had not declared a major. A written test requiring the use of syllogisms, verbal analogies, proportional reasoning, and hypothetical reasoning determined the students' cognitive levels--concrete operations, transition between concrete and formal, and formal. Findings revealed that secondary education majors had significantly higher cognitive levels than did early childhood, elementary, and K-12 majors. These findings are analyzed, and it is suggested that grouping students by major may help them learn more effectively than grouping them in sections where all majors are represented. (JD)

DOCUMENT RESUME

ED 250 286 SP 025 423

Hanes, Edward C.; And Others
Student Teacher Attitudes regarding Their Experiences in Student Teaching: A Survey.
PUB DATE- 5 Oct 84
NOTE- 21p.; Paper presented at the Fall Conference of the Kentucky Association of Teacher Educators (Lexington, KY, October 5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperating Teachers; Higher Education; Preservice Teacher Education; *Program Attitudes; *Program Effectiveness; Program Evaluation; Secondary Education; Student Characteristics; *Student Teacher Attitudes; *Student Teachers; *Student Teaching

A survey was made of student teachers in the Secondary Education Program at Western Kentucky University to determine their attitudes regarding their student teaching experience. Responses to a 25 item questionnaire were obtained from 123 students. The findings showed that: (1) Most student teachers were highly positive in their rating of the student teaching experience, although higher academic-achieving students gave it less favorable scores; (2) A high correlation existed between a student's previous grade point average and the student teaching grade; and (3) The student teaching grade did not relate significantly to the rating given to the student teaching experience. Student teachers were most enthusiastic about the students they taught, the locale of the school, and their relationship with the faculty; they were most concerned about the mismatch of temperaments and philosophy between themselves and the cooperating teachers, unclear cooperating teacher expectations, difficulty in teaching students of varying abilities, and the lack of appropriate teaching materials and equipment. The results of this study are compared to those from a similar study done at Eastern Kentucky University. Data obtained from the study are presented in tables and the survey questionnaire is appended. (DG)

DOCUMENT RESUME

ED 250 301 SP 025 579

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Atlanta, Georgia, October 15-16, 1984).
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 15p.; For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Improvement; Elementary Secondary Education; Futures (of Society); *Government Role; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Program Effectiveness; *State Government; *Teaching (Occupation)
IDENTIFIERS- National Commission on Excellence in Teacher Educ

The following papers were presented as testimony to the National Commission on Excellence in Teacher Education open hearing: (1) "Effective In-Service Training" (Harold Finkelstein); and (2) "The State's Responsibilities for Teacher Education: Some Views" (Edward M. Wolpert). The first paper discusses the current state of teaching, namely: (1) that students are not interested, challenged, or knowledgeable--they are not learning, and (2) that teachers are using outdated methods and are not able to compete for their students' attention--they are not effective. An in-service training model designed to improve classroom instruction and student learning is described and recommendations are made regarding incorporation of the model's components in pre-service training programs. The second paper presents some ideas about how states and teacher educators can work together: (1) State Departments of Education need to work closely with schools, colleges, departments of education (SCDE); (2) States must help SCDEs attract better students to teacher education programs; and (3) States need to reconceptualize what teaching and teacher education are all about. (CB)

DOCUMENT RESUME

ED 250 316 SP 025 594

Carlson, Ken, Comp.

Teacher Certification Struggle in New Jersey. Appendices.

SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 284p.; For the paper to which these appendices apply, see SP 025 593. For other related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Educational Change; Educational Legislation; Education Work Relationship; Higher Education; Preservice Teacher Education; *Relevance (Education); *Required Courses; *State Legislation; *State Standards; Teacher Attitudes; Teacher Background; *Teacher Certification; Teacher Educators; *Teacher Qualifications
IDENTIFIERS- National Commission on Excellence in Teacher Educ; *New Jersey

This document contains appendices and supplementary materials to Ken Carlson's paper on a New Jersey teacher certification proposal. The following appendices are presented: (A) "An Alternative Route to Teacher Selection and Professional Quality Assurance: An Analysis of Initial Certification" (Saul Cooperman); (B) a letter to the members of the New Jersey State Board of Education; (C) a reply from the State Board President; (D) "An Analysis of the Proposal by the New Jersey Education Department for an Alternative Route to Teacher Certification"; (E) The Commissioner of Education's response/disagreement with the assessment made by the Chancellor of the proposed certification regulations; (F) a letter from Edward Bloustein; (G) "What's Wrong with Teacher Education: A Case Study" ("William Thornburn"--a pseudonym); (H) "Report of a Panel on the Preparation of Beginning Teachers" (Ernest L. Boyer); (I) Testimony by Hendrik D. Gideonse before the New Jersey State Board of Education; (I) Report of the State Commission on Alternative Teacher Certification; (K) Joint Testimony of the Montclair Public Schools and Montclair State College on Revisions in Teacher Education Regulations; (L) "Educational Reform: The New Jersey Experience" (an issue of the New Jersey Voice of Higher

DOCUMENT RESUME

ED 250 330 TM 840 538

O'Hearn, Mary
The ACT Assessment: Implications of Recent Research.
PUB DATE- Apr 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Entrance Examinations; High School Students; *Performance Factors; Secondary Education; Standardized Tests; Testing Problems; Test Use; *Test Validity
IDENTIFIERS- *ACT Assessment; *American College Testing Program

This review assesses the American College Test (ACT) Assessment and examines circumstances that can affect students' test outcomes. Understanding the ACT tests is important for using and interpreting test results appropriately. The ACT subtests incorporate both aptitude and achievement measures. The content scope and structure, and limitations of the English Usage Test, the Mathematics Usage Test, the Social Studies Reading Test, and the Natural Science Reading Test are described. Literature pertaining to the ACT validity as a predictor of student college outcomes is reviewed. Other student factors affecting test performance--such as test anxiety, test format, cognitive level, motivation, reading ability, and content familiarity--are described. A student/teacher packet developed by the National Association of Secondary School Principals to prepare students for the ACT is discussed. Combining test wiseness with instruction in test content can result in score increases. Stages for implementing an action oriented program for reversing test score decline are suggested. (BS)

ED 250 331 TM 840 541

Kingston, Neal; Turner, Nancy

DOCUMENT RESUME

ED 250 345 TM 840 652

Hanley, Gerald L.; Morrison, H. William
The Effects of Imagining and Perceiving on Problem Solving Strategies.
PUB DATE- Apr 84
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (55th, Baltimore, Maryland, April 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; *Imagination; Letters (Alphabet); Paired Associate Learning; *Problem Solving; *Research Methodology; Research Problems; *Visual Perception
IDENTIFIERS- *Cognitive Integration

Research suggests that when subjects are given a rule as to how to translate auditory or verbal information into images, the images have many common characteristics with cognitive representations derived from visual perceptions. This experiment examined the process of cognitive integration and the similarities and differences between how imagined and perceived information is processed in solving problems. The information integrated consisted of straight lines and semi-circles. All subjects learned to identify lines or curves corresponding to one of eight numbers through a paired-associate procedure. In the integration phase, subjects had to mentally construct one or more letters from 26 subsets of three different lines previously learned. Lines were presented to different subject groups by two methods, display or imagery. Unlike similar research, subjects could use different strategies: work forward from lines to letters, or backward from letters to lines. Results showed that different stimulus information sources can produce different situational and cognitive demands. These factors can affect the subject's choice of problem solving strategies and produce different response patterns. This research illustrated that methods are needed for perception and imagination research which do not restrict subjects' processing strategies. (BS)

DOCUMENT RESUME

ED 250 360 TM 840 669

Grandy, Jerilee; Courtney, Rosalea

A Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- CB-84-4; ETS-RR-83-35
PUB DATE- 84
NOTE- 24p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; College Entrance Examinations; *College Students; *Enrollment Trends; Higher Education; *Part Time Students; *Student Characteristics; Surveys
IDENTIFIERS- Higher Education General Information Survey; Scholastic Aptitude Test

The purpose of this project was to identify characteristics of Scholastic Aptitude Test (SAT) candidates planning to study part time, to examine trends in part-time enrollment in colleges requiring the SAT, to investigate college admissions requirements for part-time students, and to determine whether those colleges are concerned about the validity of the SAT for part-time students. From Higher Education General Information Survey (HEGIS) data it was determined that part-time freshman enrollments in four-year colleges increased 8.4 percent between 1976 and 1980. The greatest rise was among those colleges with the largest number of part-time students. The greatest percentage increase was in the highly selective institutions and in the least selective colleges. From SAT files students planning to study part time were compared with students planning to study full time. Among part-time students, there were a higher proportion of females and ethnic minorities. Part-time candidates came from lower socioeconomic status families, fewer had been in academic programs in high school, and a greater percentage were uncertain about their educational goals. As a third data source, a telephone survey of 72 four-year colleges having SAT score averages above 900 was conducted. Most colleges had the same

DOCUMENT RESUME

ED 250 375 TM 840 690

Federico, Pat-Anthony
Spatial Performance, Cognitive Representation, and Cerebral Processes. Final Report.
Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- NPRDC-TR-84-48
PUB DATE- Jul 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Cerebral Dominance; *Cognitive Processes; Electroencephalography; Encoding (Psychology); Military Personnel; *Neurological Organization; Sensory Experience; *Spatial Ability
IDENTIFIERS- *Brain Event Related Potentials; Navy

To provide converging support that the integration of analog and propositional representational systems is associated with spatial ability, visual, auditory, and bimodal brain event-related potentials were recorded from 50 right-handed Caucasian male recruits at the Naval Training Center, San Diego. Sensory interaction indices were derived for these subjects who had taken the Surface Development Test of spatial ability. Product-moment correlations were computed between sensory interaction indices for eight cerebral sites and spatial ability test scores. Sensory interaction for left and right hemispheric regions was significantly related to spatial ability. As sensory suppression decreased, spatial ability increased. The results substantiated the theory that the visual-imaginal-analog and the auditory-verbal-propositional representational systems are implicated in spatial ability. The extent to which the cortex can inhibit or attenuate the interaction or integration between these dual symbol systems is associated with complicated spatial task performance. (Author)

DOCUMENT RESUME

ED 250 390 TM 840 741

Brown, R. L.
The Efficacy of Multidimensional Line-Printer Graphics for Cluster Recovery.
PUB DATE- 24 Aug 84
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cluster Grouping; *Computer Graphics; Computer Simulation; Data Analysis; Data Processing; Distance; Higher Education; *Input Output Devices; *Multivariate Analysis; *Validity
IDENTIFIERS- Computer Printers; *Data Interpretation

The plotting of multivariate data using computer line-printers has become a popular means of quickly representing multidimensional data. While many plotting programs are available, there is a paucity of research regarding the validity and reliability of interpretations made by viewing such graphics. This study explores the validity of four multidimensional line-printer graphics by measuring the efficacy of cluster recovery. Simulated datasets were created with known cluster parameters and plotted using four graphic methods (facial plots, stars, boxes, and linear profiles). Subjects attempted to recover dichotomous clusters from viewing the plots. Their performance was evaluated over levels of cluster difficulty (as indicated by different Euclidean distances), and levels of dimensionality. Results for one experiment (univariate study of complete link cluster method using dichotomous cluster recovery with no reliability assessment) indicated that the graphic techniques vary in the efficacy of cluster recovery, contingent upon level of cluster distance, and number of dimensions plotted. Results of a second experiment (multivariate study using dichotomous recovery with no reliability assessment) primarily indicated a graphic type by distance interaction. (Author)

DOCUMENT RESUME

ED 250 406 UD 023 815

Willie, Charles V.
The Future of Desegregation and Urban Education.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
PUB DATE- 84
NOTE- 13p.; Abstract from a set of papers on equity and equality in education prepared for the KEDS Desegregation Assistance Center for use in working with selected Ohio school districts.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Desegregation Effects; *Educational Objectives; *Educational Opportunities; Elementary Secondary Education; Equal Education; *Minority Group Influences; Minority Groups; *School Desegregation; *Social Attitudes; *Social Integration; Urban Education
IDENTIFIERS- *Meritocracy

The urban school desegregation movement, which resulted from litigation initiated by racial minority groups, has accomplished its primary goal of eliminating dual public educational systems. But it has also had effects that are currently determining the future of educational policy and practice. Desegregation exposed the urgent need for providing equal educational opportunity for each individual. Moreover, it has laid the groundwork for meeting this new goal by undermining the hold of the social class system upon the schools. Recent attempts to promote equal achievement (manifested in such measures as minimum competency testing) are merely one more effort of elitists to control public education. In the past, elitist techniques excluded racial minorities, other minority groups, and women. These groups, having benefitted from desegregation, will no longer tolerate any educational approach that does not recognize the varying experiences and capacities of individuals, as well as the obligations of "the many" for each person. Minorities have successfully rejected the meritocratic view that what is good for the elites is good for all. Education is now seen as a process for maximizing self-fulfillment, not as an end in itself. In the future, these lessons of desegregation will be extended to the suburbs, where social-class segregated schools have yet to be dismantled. New schools of pluralistic populations will

DOCUMENT RESUME

ED 250 421 UD 023 879

Kaeser, Susan C.
Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.
Citizens' Council for Ohio Schools, Cleveland.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Sep 84
NOTE- 51p.
AVAILABLE FROM- Citizens' Council for Ohio Schools, 453 The Arcade, Cleveland, Ohio 44114 ($5.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; *Board of Education Policy; Discipline Policy; Dropout Prevention; Dropout Rate; *Dropouts; Elementary Secondary Education; *Expulsion; *Out of School Youth; School Attendance Legislation; School Policy; State Standards; *Suspension; Truancy
IDENTIFIERS- *Ohio

This guide to children out of school is addressed mainly, but not exclusively, to school districts, school personnel, and concerned citizens in the State of Ohio. The greatest focus is on the educator's role in assuring that all children are served and on finding solutions when school participation problems exist. The basic position on attendance of the Citizens Council for Ohio Schools is outlined, with an emphasis on student well-being and the importance of using data for identifying problems and developing policy. Three chapters follow, each of which discusses a different attendance problem and outlines the Council's position on the issue, as well as providing a bibliography of relevant literature. The first chapter describes Ohio's attendance legislation and considers ways of determining when absenteeism is a problem. School attendance data for Ohio are given, as are some explanations for why children stay away and some suggestions for intervention. Chapter II provides an overview of the controversy about school exclusion (relating it to the school desegregation movement) and discusses the wisdom of suspension and expulsion as disciplinary

DOCUMENT RESUME

ED 250 434 UD 023 899

Lehman, Sheila; Schulman, Robert

The Bilingual Program in Auxiliary Services for High Schools, 1982-1983. O.E.E. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Jun 84

NOTE- 110p.; Published by the O.E.E. Bilingual Educational Evaluation Unit. For a related document, see ED 023 993.

GRANT- G00-820-2291

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Achievement Gains; *Bilingual Education Programs; Career Education; Chinese Americans; Counseling Services; Curriculum Development; English (Second Language); Greek Americans; Haitians; *High School Equivalency Programs; Italian Americans; *Limited English Speaking; Native Language Instruction; *Program Effectiveness; Program Evaluation; Spanish Speaking; Staff Development; *Transitional Programs; Urban Programs

IDENTIFIERS- *Bilingual Program in Auxiliary Services NY; New York (New York)

In 1982-83, this program provided instruction in English as a Second Language and bilingual instruction in four content areas to 1,690 Spanish, Chinese, Haitian, Greek, and Italian students of limited English proficiency (LEP) at eight daytime and eight evening learning centers located at 15 different sites throughout New York City. Created in 1972 as an offshoot of a monolingual alternative high school program, this bilingual program serves a target population which includes students aged 16-21 years or older. This year, 90 percent of these students were from low income families and 82 percent had never previously attended a New York City high school. The program's overall instructional goal was to provide these LEP students with the English language and cognitive skills necessary to allow them to pass a high school equivalency examination. In addition, the program aimed to provide students with employment and job training awareness and opportunities. Based on these goals, each learning center offered a range of educational and support (career and college counseling) services. Another

first three primary grades. (NEC)

SE

ED 250 146 SE 045 087

Benderson, Albert
Recapturing the Lead in Math and Science. Focus 14.
Educational Testing Service, Princeton, N.J.
PUB DATE- 84
NOTE- 29p.
AVAILABLE FROM- Focus, Educational Testing Service, Publication Order Services, Department I-101, Princeton, NJ 08541-0001 ($1.25 per copy, 100 or more $1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Basic Skills; Creationism; *Demonstration Programs; *Educational Improvement; *Educational Quality; Federal Legislation; Mathematical Applications; *Mathematics Education; Problem Solving; *Science Education; *Science Programs; Scientific Literacy; Teacher Shortage
IDENTIFIERS- National Assessment of Educational Progress

This document examines various topics and issues related to the quality of science and mathematics education in the United States. They include: (1) competition from Japan and the Soviet Union; (2) federal programs and legislation designed to improve the quality of science and mathematics education; (3) scientific literacy; (4) the basics in mathematics education, outlining those recommended in the National Council of Teachers of Mathematics report, "An Agenda for Action" and discussing the importance of problem-solving skills and real-world mathematical applications; (5) science and pseudoscience, examining the scientific method and the Creationist threat; (6) National Assessment of Educational Progress science and mathematics achievement data; (7) exemplary mathematics programs and the criteria for excellence in these programs (including the development of thinking skills); (8) exemplary science programs; (9) science and mathematics teacher shortage; and (10) the

statistics, integers, algebra, geometry, measurement, and special topics, each with subtopics. (MNS)

ED 250 161 SE 045 135

Smith, Edward L.; Anderson, Charles W.
The Planning and Teaching Intermediate Science Study: Final Report. Research Series No. 147.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 43p.
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biological Sciences; *Concept Formation; *Concept Teaching; *Curriculum Development; Elementary Education; *Elementary School Science; Physical Sciences; Science Education; *Science Instruction; Student Behavior; Teacher Behavior
IDENTIFIERS- *Misconceptions; Science Education Research

Recent research shows that students' understanding of many scientific topics is influenced by misconceptions that conflict with accepted scientific theories and persist even after instruction. In this study, student misconceptions were identified and used as a basis for analyzing the classroom behavior of teachers and students and for developing modifications that increased the effectiveness of commercial science programs. Results, obtained from case studies of teachers using either the light unit from Laidlaw Brothers "Exploring Science" textbook or the Producers part of the Science Curriculum Improvement Study (SCIS-II) "Communities" unit, indicated that: most students had misconceptions; the teachers exhibited a variety of teaching styles that did not take student misconceptions into account; and fewer than one quarter of the students learned the scientific conceptions they studied. When teachers used modified materials (which informed them about likely student misconceptions and suggested strategies for helping students to change), important changes in the teachers' behavior were noted and at least three times as many students understood the scientific conceptions of light than in the previous year. Learning for the Producers part did not improve, but other problems with the part were identified. When these problems were addressed in a subsequent study, learning improved substantially.

Linn, Marcia C.

Policy Issues in Computer Education. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

California Univ., Berkeley. Lawrence Hall of Science.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 84

NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 1984).

GRANT- 400-83-0017

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Computer Science Education; *Computer Software; Educational Research; Instructional Innovation; Instructional Material Evaluation; Junior High Schools; *Policy Formation; Problem Solving; *Skill Development; Student Motivation

IDENTIFIERS- *Computer Uses in Education

This paper analyzes the capabilities of the computer learning environment identified by the Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL) Project, augments the analysis with experimental work, and discusses how schools can implement policies which provide for the maximum potential of computers. The ACCCEL project spent 2 years in over 25 junior high school sites and: (1) identified and explored features of the computer environment which enhance higher congitive skills; (2) gained a clear sense of student deficiencies in the skills needed to master formal systems (the cyclical procedural skills of planning, testing, and debugging); (3) developed a model of autonomous learning which follows this procedural skills cycle; (4) performed an in-depth analysis of student interaction with the problem-solving software game "Rocky's Boots"; (5) worked closely with classroom teachers to discover their needs and concerns regarding curricula which integrate software; (6) developed software and curricula to emphasize higher cognitive skills during programming instruction; and (7) characterized which students profit from different computer learning environments. Policy implications discussed focus on fostering basic and higher cognitive skills, providing dynamic support for teachers, maximizing teacher effectiveness, and motivating students. (JN)

energy and economics terms. (JN)

ED 250 189 SE 045 168

Ballou, Mildred; Lane, Martha
Energy and Transportation Lessons for the Elementary Grades.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Oct 84
NOTE- 178p.; Product of the Energy Education Curriculum Project (EECP). For related documents, see SE 045 169-170.
GRANT- DE-FG45-76CS60038
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Careers; Elementary Education; Elementary School Science; *Energy; *Energy Education; *Learning Activities; Science Education; *Social Studies; *Transportation

The 10 lessons presented in this guide are designed to: create an awareness of the present energy situation and its relation to various aspects of transportation systems; provide knowledge of energy resources, choices, and alternative actions; develop critical thinking skills about energy and individual roles in the energy management process; encourage problem-solving habits as students examine alternative solutions to energy and transportation issues; and influence participation as students practice consumer roles and decision-making in their homes, school, and community. Each lesson includes: an overview, (which lists inquiry, decision-making, and action objectives; and states the lesson's purpose, time needed, and the readability of student materials); a glossary; a factsheet (which provides background material for completing other activities); classroom activities; a case study (which presents a problem or issue for students to discuss); a home study; a community study; a section which explores the short-, intermediate-, and long-range future of issues/problems presented in the lesson; a career-oriented activity; and a list of resources. A list of social studies textbooks with concepts related to energy and transportation and the page numbers on which they appear is included in an introduction. (JN)

ED 250 204 SE 045 228

The Science and Engineering Talent Pool. Proceedings of the Joint Meeting of the Scientific Manpower Commission and the Engineering Manpower Commission (Washington, District of Columbia, May 15, 1984).

National Academy of Sciences - National Research Council, Washington, D.C.; Scientific Manpower Commission, Washington, D.C.

PUB DATE- 15 May 84
NOTE- 83p.
AVAILABLE FROM- Scientific Manpower, 1776 Massachusetts Ave., NW, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Engineering; Engineering Education; *Engineers; Enrollment; Females; Higher Education; Labor Force; *Labor Supply; Minority Groups; Physics; *Professional Continuing Education; Science Education; *Sciences; *Scientists; Secondary Education; Sex Differences
IDENTIFIERS- National Science Foundation

The proceedings of a meeting which focused on topics and issues related to the pipeline for scientists and engineers are presented. They include the meeting agenda, introductory comments, an overview, summaries of five presentations, the meeting summary, and a list of participants. The overview (by Betty Vetter) outlines some ways of measuring the potential supply of new scientists and engineers. The five papers are: (1) "The Underrepresentation of Women and Minorities in Quantitative Fields: How Does It Occur?" (by Sue Berryman), in which findings from the author's report "Who Will Do Science?" are discussed; (2) "The Post-Secondary Pipeline and Supply/Utilization Aspects of the Labor Market for Scientists and Engineers" (by Charles Falk), which includes 23 charts with data on this topic collected by the National Science Foundation; (3) "Prospects for the Future Talent Pool of Physicists" (by Beverly Porter), which reviews some of the trends of the past decades; (4) "The Talent Pool for Engineering: Are the Colleges the Only Source?" (by Alan Fechter), which examines the talent pool for engineering and examines the various sources from which this talent is drawn; and (5) "Continuing Education for Scientists and Engineers" (by Anthony Carnevale), which emphasizes the need for education, training, and retraining. Roger Wilcox presided over the summary and "Wrap-Up." (JN)

problem-solving; and evaluation of student work. Fifteen problems (with answers) for teachers to complete are included. These problems are designed to increase the teacher's confidence level and ability in problem-solving methods. Also included are suggestions for creating a classroom climate for problem-solving, a list of teacher behaviors indicative of problem-solving (in the form of a self-evaluation checklist), and an observational chart (with instructions) for evaluating problem-solving behaviors in the classroom. (JN)

SO

ED 250 216 SO 015 589

Mayers, Teena
Understanding Nuclear Weapons and Arms Control: A Guide to the Issues. New Edition.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
REPORT NO.- ISBN-0-9612042-0-6
PUB DATE- 83
NOTE- 113p.; Illustrations printed on colored paper may not reproduce clearly.
AVAILABLE FROM- Education and World Issues, Box 1355, Arlington, VA 22210 ($5.95; schools $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Abbreviations; Civil Defense; *Controversial Issues (Course Content); Definitions; *Disarmament; Foreign Policy; Higher Education; Instructional Materials; International Relations; National Defense; *Nuclear Warfare; Peace; Resource Materials; Secondary Education; *Social Studies; United States History; War; World Problems
IDENTIFIERS- USSR; Weapons

Intended for secondary and college level students and teachers,

ED 250 230 SO 015 952

Annotated Filmography of Selected Films with Lesbian/Gay Content.
Council on Social Work Education, New York, N.Y.
REPORT NO.- CSWE-84-320-06
PUB DATE- 84
NOTE- 32p.; Compiled by the Commission Gay/Lesbian Issues in Social Work Education. Document contains light print.
AVAILABLE FROM- Council on Social Work Education, 111 Eighth Ave., Suite 501, New York, NY 10011 ($4.50, plus 10% shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Controversial Issues (Course Content); Higher Education; *Homosexuality; *Lesbianism; Resource Materials; *Social Attitudes

Intended to provide social work educators, practitioners, and students with a resource for identifying films which depict varying aspects of homosexuality and society's responses to it, this annotated filmography lists over 100 films, most of which were produced between 1967 and 1983. Divided into three sections, films listed in Part I are categorized as educational films, most of which are suitable for college level courses. Some films in Part I are coded to indicate films recommended for use as introductory material and films included for reasons of historical interest only. Part II contains a selection of annotations of feature-length films shown to the general public and containing gay or lesbian content. The third section (an appendix) contains a cross-referenced list of distributors for the educational films listed in Part I. Films depicting homosexual stereotypes have been omitted. (LH)

ED 250 231 SO 015 953

Elliott, Martha W., Comp.
Ethical Issues in Social Work. An Annotated Bibliography.
Council on Social Work Education, New York, N.Y.
REPORT NO.- CSWE-84-400-01
PUB DATE- 84

agenda and schedule of the seminar; a list of documents, materials, and participants; and opening addresses of three participants. (LH)

ED 250 245 SO 015 990

Samuel, Marie; Seiferth, Berniece

A Venture into the Vibrant Virgin Islands.

PUB DATE- 84

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Comparative Education; *Cross Cultural Studies; Economics; Educational History; Geography; Intermediate Grades; Junior High Schools; Social History; *Social Studies; United States History

IDENTIFIERS- *Virgin Islands

Designed for use by intermediate and junior high school students, this paper gives first-hand information on the U.S. territory of the Virgin Islands. Material is divided into five sections. An introduction outlines the basic geographic, economic, social, and educational characteristics of the territory. Separate sections then focus on each of three islands of the Virgin Islands: St. Thomas, St. Croix, and St. John. For each island, an account is provided of its history, culture, economy, and educational system. A final section describes a cultural and recreational trip to British Virgin Gorda, a nearby island. (LP)

ED 250 246 SO 015 991

Rush, Jean C.; And Others

The Research and Development Function of the 1983 Getty Institute for Educators on the Visual Arts.

PUB DATE- Apr 84

NOTE- 18p.; Paper presented at the Annual Meeting of the American

NOTE- 59p.
GRANT- 79-JN-AX-0015; 81-03648-X857
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Cross Age Teaching; Educational Resources; Elementary Secondary Education; Experiential Learning; Field Trips; Guidelines; Guides; Human Resources; *Legal Education; Peer Teaching; Program Effectiveness; Social Studies; Teaching Methods
IDENTIFIERS- *Law Related Education

This manual assists teachers in integrating three major components into a law-related education program: classroom visits by resource people, student field experience, and peer or cross-age teaching. Material is divided into five sections. A rationale for law-related education and background information on the Constitutional Rights Foundation are provided in the first two sections. The third section contains guidelines for using resource experts in the classroom. A step-by-step process for developing an active community resource committee to assist in the implementation of law-related education programs is outlined and suggestions for using resource people and other volunteers in the classroom are provided. The fourth section consists of guidelines for field experiences. Recommendations for contacting the field trip site, preparing students for the experience, establishing student responsibilities on the trip and follow-up activities are included. The final section focuses on guidelines for peer teaching and other student responsibilities. For all sections, extensive exhibits of materials, sample forms, and letters are provided to assist teachers in establishing a program. (LP)

ED 250 260 SO 016 036

Morse, Julie C.; Pereira, Carolyn
Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.
Chicago Sun-Times Charity Trust, Ill.; Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 80
NOTE- 82p.

ED 250 272 SP 025 083

Pine, Gerald J.
Collaboration for Educational Excellence and Equity.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Curriculum Development; Delivery Systems; *Educational Cooperation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Program Development; Public Schools; Resource Allocation; *School Districts; *Universities
IDENTIFIERS- Oakland University MI

Universities, local school districts, intermediate schools, and state education departments can work together to create model collaboratives by redirecting existing resources, consolidating resources, and discovering mutually beneficial resources to improve teacher preparation, inservice education, and the quality of classroom instruction. Under the leadership of the School of Human and Educational Services at Oakland University, representatives of the public schools, the campuses of two community colleges, and the intermediate school district have joined forces to improve the quality of education in the county. The focus for collaboration is on student writing skills. The first program implemented will be the publication of a directory of services, people, and resources available for writing instruction. The second program involves colloquia, workshops, and other activities using local, regional, and national scholars in the field of writing skills. The programs will be held at strategic sites around the county and will be cooperatively funded. A center has been initiated for seeking alternative educational practices and programs through research and evaluation, the preparation of support materials, and program and staff development. The Meadow Brook Leadership Academy, using the resources from all collaborative units, will provide continuing education and professional development opportunities for school administrators. The advantages, characteristics, and possible problems of collaboration among educational institutions are discussed. (JD)

ED 250 287 SP 025 564

Smith, B. Othanel
Research Bases for Teacher Education.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 24p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (Minneapolis, MN, September 25-26, 1984). For related documents, see SP 025 565-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Course Content; *Educational Research; Educational Theories; Elementary Secondary Education; Higher Education; Instructional Systems; *Teacher Behavior; Teacher Education; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- National Commission on Excellence in Teacher Educ

An overview is presented of what research studies have revealed about: instruction in school subjects; general elements of teaching (such as organization and conduct of lessons); prevention and control of misconduct; interpretation of test results; diagnosis of learning difficulties; and the conditions and procedures of learning and development. Teacher performance common to instruction in all subjects (generic performances) have been identified as positively correlated with student outcomes. Researchers have identified, described, and tested the effectiveness of a large number of generic elements in teaching. Concepts of effective teaching have been assembled and classified into six instructional domains: planning, management of student conduct, instructional organization and development, presentation of subject matter, communication, and testing. Another area of research has dealt with content-specific teaching performances and techniques used for instruction in different subject matters. A third component of pedagogical education is theoretical pedagogy, which consists of concepts and principles about human development, conditions of learning, and the relations among social variables. Each of these components is described with summaries of relevant research findings. (JD)

ED 250 302 SP 025 580

Dubitsky, Barbara
Implications for Teacher Education of Assuming That Schools of the Future Will Have Unlimited Access to Technology.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 12p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (New York, NY, October 18-19, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Science Education; Creativity; *Educational Objectives; *Educational Technology; Futures (of Society); Higher Education; Instructional Materials; *Learning Processes; Teacher Education
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Some basic concerns about the proliferation of computers in schools are stated: (1) Educational goals for children should be established as a first priority, then what computers can do to help achieve those goals should be examined; (2) Very few pieces of software are useful in schools, and teacher education programs should explore what is needed in the context of good education; (3) Computers should be used more frequently in exploratory and non-structured ways; (4) Teachers should understand their own learning processes before they use computers as instructional media; (5) A computer can be used as an aid but cannot substitute for original thought; and (6) It is not really necessary for computer education to begin at a very young age. It is emphasized that the computer cannot teach anything but the basic materials programmed into it; a computer cannot substitute for creative thought or individual decision making. Implications for future teacher education programs are discussed with emphasis on the fact that the computer is a tool, not an area of study. (JD)

ED 250 303 SP 025 581

Education); and (M) Testimony to New Jersey State Board of Education by Ken Carlson. (CB)

ED 250 317 SP 025 595

Smith, David C.
PROTEACH: An Extended Preservice Teacher Preparation Program.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 11p.; For related documents, see SP 025 564-594.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Improvement; *Educational Needs; Higher Education; *Preservice Teacher Education; *Program Length; *Teacher Education Programs; Time Factors (Learning)
IDENTIFIERS- *Extended Degree Programs; National Commission on Excellence in Teacher Educ; *Operation PROTEACH; University of Florida

PROTEACH is a newly redesigned five-year preservice teacher preparation program at the University of Florida. During progress through the program, the bachelor's degree is obtained, and the program culminates on completion of the master's degree. Program features include emphasis on research and study in fields supplementary to education-related study. Reasons for changing to a five-year program include changes in the teaching profession and in teacher preparation, new demands placed on teachers, the need to prepare for increasingly complex teaching fields, changes in public perception of teachers' degrees, the need to work on and master effective classroom practices, and the need for more comprehensive and demanding requirements. This document discusses these trends and describes the PROTEACH programs for elementary school, secondary school, and special education teachers. (CB)

Analysis of Score Change Patterns of Examinees Repeating the Graduate Record Examinations General Test.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.

REPORT NO.- ETS-RR-84-22; GREB-83-5P
PUB DATE- Jun 84
NOTE- 49p.
AVAILABLE FROM- Educational Testing Service, Research Publications R-116, Princeton, NJ 08541
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Graduate Study; Higher Education; Multiple Regression Analysis; Quantitative Tests; Scores; Student Characteristics; *Test Format; *Test Reliability; Test Wiseness; Verbal Tests
IDENTIFIERS- Analytical Tests; *Graduate Record Examinations; *Retesting

This investigation examines the impact the 1981 Graduate Record Examination (GRE) General Test Format Revision had on the stability over time of the verbal, quantitative, and analytical scores. Scores were used from the self-selected group of repeaters who took the GRE General Test twice between October 1980 and June 1982. Examinees were divided into three groups based on the test format taken. Three sets of analysis were performed: (1) analysis of difference scores and analysis of estimated true difference scores; (2) analysis of same form versus different form repeaters; and (3) analysis of predicted scores. Results for the new-format General Test show the greatest stability over time for the verbal measure and the least for the analytical measure. The large percentage of both gains and decreases on the analytical measure is primarily explained by the measure's lower reliability. Taking the same test edition twice provides the greatest expected score increase advantage for the analytical measure, and the least for the verbal measure. The psychometric characteristics with regard to score changes for the quantitative measure are between those for the verbal and analytical measures. Appendices include: (1) demographic characteristics of GRE repeaters; (2) group differences in background variables; and (3) regression equations. (BS)

ED 250 332 TM 840 547

Cooper, Peter L.

ED 250 346 TM 840 653

Yaber, Guillermo
Effects of Self-Control and Thinking Tools Training on Academic Performance of Undergraduate Venezuelan Students.
PUB DATE- Apr 84
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; College Freshmen; Higher Education; *Logical Thinking; *Self Control; Student Attitudes; Student Behavior; Student Characteristics; *Study Habits

This study examined the relative effectiveness of two variations of an elective course on self-control and study behavior in modifying academic performance of freshmen undergraduate students enrolled in the independent studies program of the Universidad Simon Bolivar, in Venezuela. Of the 29 freshmen students selected to participate in this study, 9 were randomly assigned to a self-control group, 10 were similarly assigned to a self-control and thinking lessons group, and the remaining 10 students formed a no contact control group. Data on four measures of academic performance were collected: total scores in both the self-control schedule and the self-control and study behavior schedule, the study orientation score on the Survey of Study Habits and Attitudes, and final score admission at the Independent Studies Program. The univariate analyses of variance showed that there were no differences among the three groups for the first three measures. Significant differences were observed with the fourth measure. Overall results obtained indicated that the two experimental groups were equally effective in producing significant increases in academic performance compared to a no contact control group, and that there were no differences in academic performance between the two experimental groups. (EGS)

SAT admission requirements for part-time as for full-time students. (Author/BW)

ED 250 361. TM 840 670

Teddlie, Charles; And Others
Louisiana School Effectiveness Study: Phase Two, 1982-84. Executive Summary and Conclusions.
Louisiana State Dept. of Education, Baton Rouge. Bureau of Research.
SPONS. AGENCY- Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
PUB DATE- 84
NOTE- 25p.; Small print in tables. For the complete report, see TM 840 671.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Educational Attainment; *Educational Environment; Elementary Education; Elementary School Teachers; Expectation; Factor Analysis; Grade 3; Grades (Scholastic); Parent Influence; *Performance Factors; Principals; Regression (Statistics); *School Effectiveness; *Socioeconomic Status; *State Surveys; Student Attitudes
IDENTIFIERS- Educational Development Series; Louisiana Basic Skills Test; *Louisiana School Effectiveness Study

This report summarizes the findings of the Louisiana School Effectiveness study, designed to identify school level attitudes and behaviors which predict students' achievement. Principals, teachers, and students in 76 schools with third grade classrooms responded to school climate questionnaires. Data for the students also included scores on the Louisiana Basic Skills Tests, scores on the Educational Development series test, and student socioeconomic (SES) characteristics. Data analyses were divided into two distinct efforts: (1) an input-output model designed to predict student achievement from student SES and school climate, and (2) a description of six different types of schools (three levels of effectiveness x two levels of SES). Factor analysis followed by regression analysis indicated that there were four significant contributors to the variance in test scores: student SES, student perceptions of how much the teachers and other students care about grades, students' future educational expectations, and student perceptions of negative school climate. Recommendations for school improvement included school level recommendations, local system

ED 250 376 TM 840 691

Student Achievement in California Schools: 1982-83 Annual Report. California Assessment Program.

California State Dept. of Education, Sacramento. Planning, Evaluation, and Research Div.

PUB DATE- 83

NOTE- 213p.; For previous editions, see ED 226 026.

AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 $2.00, plus sales tax for California residents).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Basic Skills; College Entrance Examinations; Computer Literacy; *Educational Assessment; Elementary Secondary Education; Language Skills; Mathematics Achievement; National Norms; Reading Achievement; School Effectiveness; *State Programs; Student Evaluation; *Testing Programs; Test Interpretation; Time Factors (Learning); Writing Skills

IDENTIFIERS- *California Assessment Program; Scholastic Aptitude Test; Survey of Basic Skills (California)

This report contains the complete statewide results of the California Assessment Program, including some features that have become standard and some that are new this year: detailed findings for reading, written language, mathematics, and specific skill areas within each major area; national comparisons; expert opinions of the results; comparable results from previous years; subgroup analyses; Scholastic Aptitude Test (SAT) scores; characteristics of effective schools in terms of available time for learning, and mathematics and science courses taken by California students; and results concerning the knowledge and attitudes that 6th and 12th grade students hold about computers. Major findings include: grade 3 test scores improved for the 16th consecutive year; grade 6 scores imporved for the 6th year in written language and mathematics, and declined slightly in reading; and grade 12 scores declined in reading and written language and remained constant in spelling and mathematics. (BW)

ED 250 377 TM 840 694

ED 250 391   TM 840 742

Milazzo, Patricia A.; Buchanan, Aaron D.
Equating Instructional Accomplishment Inventories and Standardized Achievement Tests.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-77
PUB DATE- 12 Apr 82
NOTE- 30p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Criterion Referenced Tests; Elementary Education; *Equated Scores; Grade 3; Grade 6; Research Methodology; *Standardized Tests; Statistical Analysis; Test Items; Test Theory; *Test Validity
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Instructional Accomplishment Inventories; Survey of Essential Skills

Standardized achievement tests and instructional accomplishment inventories involve different methodologies and cannot be equated by using conventional psychometric methods. Instructional accomplishment inventories are descriptive, and are designed to reflect the scope, sequence, and skills and emphasis in a particular instructional program. Standardized achievement tests are designed to discriminate between students and do not represent actual instruction. These tests can be equated using a qualitative method which requires a matching of instrument structures at three levels: general instrument, subcatagories, and items. The analysis is performed in sequence at each level to show the correspondence between skills reflected in the instrument. An example of qualitative equating for the Comprehensive Tests of Basic Skills and the Los Angeles City Schools' Survey of Essential Skills in reading and mathematics for grades 3 and 6 is given. Qualitative analysis may reveal that there is no meaningful basis for statistical equating. If the testing instruments do have a qualitative relationship, the statistical relationship between the instruments takes on a better informed meaning. (BS)

be created, and along with them will come new educational goals that emphasize truth and honesty as well as academic proficiency. These changes will occur as minorities continue to serve as creative dissenters who insist that this nation live up to its basic constitutional values. (KH)

ED 250 407 UD 023 816

Willie, Charles V.
Old and New Ideas about School Desegregation.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
PUB DATE- 84
NOTE- 10p.; Abstract from a set of papers on equity and equality in education prepared for the KEDS Desegregation Assistance Center for use in working with selected Ohio school districts.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Busing; *Desegregation Effects; *Desegregation Methods; Elementary Secondary Education; Equal Education; Majority Attitudes; Minority Groups; Policy Formation; *Public Policy; Public Schools; *Racial Attitudes; Racial Integration; Racially Balanced Schools; *Racial Relations; *School Desegregation

This paper presents a set of new ideas which support the value of school desegregation in the United States. First, school desegregation efforts have been almost universally effective, no matter what implementation strategy was employed. Even busing, although widely criticized, has been effective. Second, desegregation efforts have usually enhanced the educational environment for all students, regardless of race. Between 1967 and 1977, for example, the dropout rate of black students declined 50%; this change is related to desegregation. Similarly, high school enrollment and graduation statistics for whites have increased in the years since the "Brown" decision. Third, it is all right for whites to be a minority; it is all right for whites not to be in charge. The experiences of white students at predominantly black schools have generally resulted in their learning more about themselves and about racial relations. Finally, to implement these new ideas, they must first be encoded in public policy and law. We now need policy regarding the desegregation of public school faculties and policymaking school boards. A diversified policymaking structure can resolve issues around the conference table that are now fought in the court and in the street. (KH)

measures. Some alternatives to suspension are discussed, and legal issues and data on exclusionary practices in Ohio are considered. The subject of Chapter III is dropouts. Relevant legal issues are detailed, a history of dropping out as a major problem is presented, and Ohio dropout data are presented. Finally, some solutions to the droupout problem are considered. (KH)

ED 250 422 UD 023 880

Condition of Hispanics in America Today. Presented at the Hearings of the Subcommittee on Census and Population, House Committee on Post Office and Civil Service.

Bureau of the Census (DOC), Suitland, Md.

PUB DATE- 83

NOTE- 57p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Census Figures; *Hispanic Americans; *Population Trends; *Social Characteristics; *Socioeconomic Status

This document presents a statistical overview of current demographic and socioeconomic data on Hispanics, as well as on major demographic changes during the last decade. Brief textual interpretations accompany each of 23 tables. In summary, the data show a fast-growing, young, active and diverse population closing some gaps in social and economic status with the overall population. In areas such as education, labor force participation, and business ownership, Hispanics have shown improvement. On the other hand, unemployment and poverty rates have risen, and cash income levels have fallen in recent years. A discussion of the source and reliability of the data is included, as well as an index of Census Bureau reports containing data on persons of Spanish origin. (KH)

ED 250 423 UD 023 882

important program goal was to encourage staff participation in training and development activities, including curriculum development. Also, parents of program students and some adult students were targeted for educational and other activities. Quantitative analysis of student achievement indicated that, for the most part, program participants made significant gains in English and some gains in native language skills. (GC)

ED 250 435 UD 023 900

Tobias, Robert, And Others
E.C.I.A. Chapter 1, Part B. Institutionalized Facilities Program, Summer 1983. Final Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Jul 84
NOTE- 24p.; Published by the O.E.E. Special Education Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; *Career Education; Child Neglect; *Daily Living Skills; Delinquency; Elementary Secondary Education; *Institutionalized Persons; *Program Effectiveness; Program Evaluation; Summer Programs
IDENTIFIERS- *Institutionalized Facilities Program NY

The 1983 summer E.C.I.A. Chapter 1, Part B Institutionalized Facilities Program provided supplementary career education and daily living skills instruction to 780 students residing in facilities for neglected and delinquent children and youth. Analyses of the pupil achievement data indicated that the program was highly effective: nearly all participants met the achievement objective of mastery of at least 75 percent of their short-term instructional objectives and over 80 percent mastered all. Analyses of the number of skills mastered showed that nearly all participants mastered at least one skill and 76 percent mastered three or more. There was a strong relationship between program attendance and student mastery. The program continued to implement recommendations from previous cycles for early pre-planning and, in response to a recommendation from the 1982 evaluation, hired paraprofessional educational assistants to help with individualization of instruction. Finally, in a continuation of modifications made during the 1982-83 full-year program, assessment

restructuring of American values and attitudes toward learning for science and mathematics. (JN)

ED 250 147 SE 045 090

Page, Garnet T.
Industry's Task--To Keep Nature in Business.
PUB DATE- 7 Oct 84
NOTE- 27p.; Paper presented by the chairman of the Canadian Committee for the UNESCO Man and the Biosphere Program at the International Conference on Environmental Education (Lake Louise, Alberta, October 7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Environmental Education; Government Role; *Industry; International Programs; *Physical Environment; Program Descriptions; Program Evaluation
IDENTIFIERS- *Canada; Government Industry Relationship; *Industry Role; Man and the Biosphere

This paper examines various areas related to industry's role in and awareness of the need to respect environmental considerations, both from the perception of the factors relevant to staying in business in the longer term, and the regulations and requirements formulated by governments, often in cooperation with the industrial sector concerned. They include: (1) goals and objectives of the Man and the Biosphere (MAB) Program, evaluation of MAB activities, and Canadian involvement in the MAB program; (2) the International Environmental Education Program; (3) other international programs designed to focus on environmental issues having direct impact on the general public and on industry (including the World Commission on Environment and and Development); (4) current and proposed global scale multidisciplinary studies; (5) government-industry partnerships related to environmental issues; (6) the meaning of the phrase "environmentally acceptable" as an objective in designing and qualifying industrial projects for implementation; (7) environmental education programs; and (8) the role of government departments charged with the responsibility for the environment and environmental education. In addition, the author provides his personal views about various aspects of the environment. (JN)

(Author/JN)

ED 250 162 SE 045 136

Hall, Gene E.; And Others

Making Change Happen: A Case Study of School District Implementation.

REPORT NO.- 3103

PUB DATE- 80

NOTE- 128p.; Papers presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 1980). R&D Report No. 3103.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Curriculum Development; Elementary Education; *Elementary School Science; Elementary School Students; Elementary School Teachers; *Program Implementation; Science Education; *Science Programs; *Staff Development

IDENTIFIERS- *Concerns Based Adoption Model; Science Education Research

Various collaborative efforts involved in implementing a district-developed science curriculum are described in four papers. "The Design and Utilization of a Concerns-Based Staff Development Program for Implementing a Revised Science Curriculum in Eighty Elementary Schools" (Harold Pratt, Marge Melle, Jim Metzdorf, Susan Loucks) reports on how a concerns-based adoption model was used to design a staff development program to support innovation implementation. "Implementation of a District-Wide Science Curriculum: The Effects of a Three Year Effort" (Susan Loucks, Marge Melle) reports on the quantitative data collected from teachers throughout the study. Also included is a dialogue between the authors, a researcher, and a practitioner which reflects implications of the work from their different perspectives. "Implementation at the School Building Level: The Development and Analysis of Nine Mini-Case Studies" (Gene Hall, Shirley Hord, Teresa Griffin) reports on various school level influences, such as principal behaviors and the timing of interventions which affect an otherwise standardized district-wide implementation. "The Effects of a Concerns-Based Implementation Plan on the Achievement of Elementary Science Students" (Harold Pratt, Susie Winters, Archie George) describes the development and use of an achievement measure related to the innovation's goals. Comments from symposium

ED 250 176 SE 045 152

Burbules, Nicholas C.; Reese, Philip

Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

California Univ., Berkeley. Lawrence Hall of Science.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April, 1984).
GRANT- 400-83-0017
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches/Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Educational Games; Educational Research; *Instructional Design; Instructional Material Evaluation; Junior High Schools; Junior High School Students; *Learning Strategies; *Logic; *Problem Solving; Transfer of Training
IDENTIFIERS- *Computer Games

Rocky's Boots (RB), an educational game developed for use with Apple computers, is widely considered to be one of the most imaginative and engaging pieces of educational software currently available. RB presents an introduction to the logical concepts of AND, OR, and NOT. Players incorporate these concepts into arguments which are modeled as "machines." This study examined: how students responded to this cognitively challenging and complex game; if they would proceed into the game without external instruction or encouragement; if students with prior computer experience were more proficient at RB; if there was any transfer of skills from RB to linguistic logic problems (or vice versa); and if it was possible to assist students in solving the more difficult problems by providing certain general hints and rules of analysis. Findings, among others, indicate that RB is an engrossing game that students found intrinsically enjoyable and that although the style of interaction with RB differs between boys and girls, both groups showed equal levels of enthusiasm and enjoyment. Recommendations for classroom use of RB (such as offering hints to students after allowing them to explore, experiment, and solve problems) and suggestions for further study are included. (JN)

ED 250 190 SE 045 169

Parker, Francis; Yoho, Devon

Energy and Transportation Lessons for the Middle Grades.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

SPONS. AGENCY- Department of Energy, Washington, D.C.

PUB DATE- Oct 84

NOTE- 103p.; For related documents, see SE 045 168-170.

GRANT- DE-FG45-76CS60038

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Careers; *Energy; *Energy Education; Grade 7; Grade 8; Junior High Schools; *Learning Activities; Science Education; Secondary School Science; *Social Studies; *Transportation

The five lessons presented in this guide are designed to: create an awareness of the present energy situation and its relation to various aspects of transportation systems; provide knowledge of energy resources, choices, and alternative actions; develop critical thinking skills about energy and individual roles in the energy management process; encourage problem-solving habits as students examine alternative solutions to energy and transportation issues; and influence participation as students practice consumer roles and decision-making in their homes, school, and community. These lessons, which explore transportation and energy use, bicycles, mopeds, and school buses, include: an overview (which lists inquiry, decision-making, and action objectives; and states the lesson's purpose, time needed, and the readability of student materials); a glossary; a factsheet (which provides background material for completing other activities); classroom activities; a case study (which presents a problem or issue for students to discuss); a home study; a community study; a section which explores the short-, intermediate-, and long-range future of issues/problems presented in the lesson; a career-oriented activity; and a list of resources. Also provided is a list of seventh and eighth grade social studies textbooks indicating energy and transportation concepts and the page numbers on which they appear. (JN)

ED 250 205 SE 045 235

Integrated Regional Resources Management. A Syllabus for an International Training Course Based on the Experience of the Tennessee Valley Authority.

Tennessee Valley Authority, Knoxville.

PUB DATE- Jun 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; Community Development; *Course Descriptions; *Developing Nations; *Economic Development; Energy; Forestry; Land Use; *Natural Resources; Postsecondary Education; *Systems Approach; Water Resources; Wildlife Management
IDENTIFIERS- *Integrated Regional Resources Management; *Resource Management; Tennessee Valley Authority

This syllabus outlines a course of study in integrated regional resources management based on the experience of the Tennessee Valley Authority (TVA). The course has been developed for resource practitioners, in developing countries, who have responsibilities related to topics addressed in the course's 14 instructional modules. These topics are: integrated regional resources management approach --the systems approach; building organizational capability; water resource management; agricultural resource development; fertilizer and chemical development; forest management; wildlife management; air resource management; energy resources management; designing and building for the future; regional economic development; community development; and land use and resources management. The final module is an integrated regional resources management practicum in which participants apply concepts from the topic areas to a specific situation and develop a plan of action. Each module (ranging in length from 2 to 5 days) contains a combination of lectures, readings, case histories, field observation, and case study activities combined with group exercises in which participants plan and evaluate integrated resource development programs and projects. Course goals and objectives are outlined in an introduction. (JN)

this guide discusses the nuclear arms control issue. There are four sections. Section I discusses U.S. nuclear strategy from 1945 to the present, strategic nuclear weapons competition between the United States and the Union of Soviet Socialist Republics (U.S.S.R.), U.S. administrations and U.S.S.R. counterparts, and international concerns. Section II examines characteristics of nuclear weaponry, the MX missile, defense systems, and the source of authorization for the release of U.S. nuclear weapons. Section III focuses on the negotiating process, SALT talks, verification, existing treaties and agreements, ongoing arms control negotiations, and violation concerns. Topics discussed in the concluding section, section IV, include the effects of nuclear war and civil defense. Arms control terms are defined, and acronyms used in nuclear weapons issues are listed. An index is provided. (RM)

ED 250 217 SO 015 831

Didactics of Geography. A Selected Bibliography for 1981. Information Bulletin.

Charles Univ., Prague (Czechoslovakia).

PUB DATE- 83

NOTE- 247p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Cartography; *Comparative Education; Educational Media; Educational Methods; Educational Objectives; Elementary Secondary Education; Environmental Education; Foreign Countries; Geographic Regions; *Geography Instruction; Outcomes of Education; Physical Geography; Teaching Methods

A total of 380 articles published during 1981 in 33 Czechoslovakian, Polish, East and West German, Bulgarian, Hungarian, American, British, and Soviet journals are annotated. The bibliography is divided into two main sections. Section 1, on the general didactics of geography, contains listings under the subcategories of didactics of geography, social conditions of geography instruction, institutional factors of geography instruction, the geography teacher, the pupil in geography instruction, objectives of geography teaching, organization of geography instruction, implementation, methods, geography instruction media, and outcomes. Section 2, on the special didactics of geography, contains the following subsections:

NOTE- 102p.
AVAILABLE FROM- Council on Social Work Education, 111 Eighth Ave., Suite 501, New York, NY 10011 ($7.00, plus 10% shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Codes of Ethics; Confidentiality; *Ethical Instruction; *Ethics; Higher Education; Professional Personnel; Social Work; *Social Workers

Designed as a practical aid to social work students and practitioners interested in approaching the ethical issues inherent in social work practice, this annotated bibliography lists over 500 books and articles, most of which were published between 1970 and 1983. The bibliography has two main parts, of which the first consists of selections from the philosophical and theological literature, selections from the field of applied ethics, and a few books and articles on the teaching of ethics. The second section of the bibliography is a review of recent social work periodical literature and presents topics arranged from the more general to the more specific. Under "General Issues" are three broad topics of concern: (1) "The Individual and the Social Structure," which includes literature dealing with issues of liberty, autonomy, rights, paternalism, social control, coercion, and justice; (2) "The Control of Information" includes resources dealing with confidentiality and privacy; and (3) "Professional Issues" includes works on the nature of professional ethics, codes of ethics, ethical conflicts, and malpractice. Following sections on social administration and social work research, works on social practice areas are subdivided into: aging and the aged, alcoholism and drug addiction, civil rights, crime and delinquency, employment, family and child welfare, health and medical care, mental health, and mental retardation. The final section, social work education, lists resources related to the teaching of social work ethics. (LH)

ED 250 232 SO 015 954

Summary Information on Master of Social Work Programs: 1984.
Council on Social Work Education, New York, N.Y.
REPORT NO.- ISBN-0-87293-003-3
PUB DATE- 84
NOTE- 73p.; For summary on 1981 programs, see ED 211 391.
AVAILABLE FROM- Council on Social Work Education, 111 Eighth Ave.,

Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Elementary Education; Faculty Development; Inservice Teacher Education; *Institutes (Training Programs); Program Descriptions; Program Evaluation; Teacher Workshops; *Visual Arts

Teams of elementary teachers, school administrators, and school board members from seven representative school districts in Los Angeles County (California) participated in a 3-week summer institute (1983) with the aim of learning to plan and implement systematic discipline-based art programs that included aesthetic, critical, historical, and productive experiences. The 98 participants were involved in nine staff development components, including formal presentations, teach-ins, principal seminars, workshops, panel discussions, and consultations. School district teams subsequently engaged in year-long implementation activities in their schools; ongoing technical assistance was provided throughout the year by the Getty Institute staff. Evaluation results indicated that participant ratings of the summer programs were high and that attitudes toward art education changed significantly as measured by pre- and posttests. Regular site visits by the Institute staff during 1983-84 showed participants to be providing sequential, systematic art lessons for at least one hour per week. Results of pupil achievement tests are not yet available. (LH)

ED 250 247 SO 015 992

Clark, Todd, Ed.
South Africa/Time Running Out.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- Apr 84
NOTE- 65p.; The original report, "South Africa: Time Running Out," (1981) is available through the University of California Press. Photographs may not reproduce clearly.
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($3.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; *Civics; Constitutional History; Instructional Materials; Learning Activities; *Newspapers; School Community Programs; Secondary Education; Social Problems; United States History
IDENTIFIERS- *Law Related Education

A 3-section handbook provides secondary school teachers with concrete suggestions on how to use the newspaper to promote a constructive, participatory citizenry. Materials and lessons can be easily integrated into either language arts or social studies courses on history, government, law, American problems, or current events. The lessons can also be used as the basis for an independent course. The first section, "Citizens' Beat," consists of a series of 20 lesson plans, all of which are self-contained and may be used in any order. Most of the lessons can be completed in one day or extended over several class periods, depending on teacher preference. Individual lessons focus on format and content of the newspaper, "The 5 W's and H" (who, when, where, what, why, and how), news analysis skills, the role of a free press, and the newspaper as a vehicle for teaching law-related education. The second section, "What Can You Do about the News?" provides hands-on experience in taking action on a particular problem or issue identified in the news. It emphasizes community services and enables students to understand better how to influence public policy and law-making. The final section, "See It in Print," contains guidelines for a peer audience based writing program. (LP)

ED 250 261 SO 016 037

Jacobson, Eric
How to Use a Law Library
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 77
NOTE- 10p.; Document contains small print that may not reproduce clearly.
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($1.00).
LANGUAGE- English

ED 250 273 SP 025 158

Earl, L. M.; Stennett, R. G.

Survey of Students' Attitudes towards Physical and Health Education in London Secondary Schools, June 1983. Research Report 83-08.

London Board of Education (Ontario). Educational Research Services.

PUB DATE- Jun 83

NOTE- 64p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Course Content; Foreign Countries; *Health Education; *Physical Education; *Program Effectiveness; Program Evaluation; Secondary Education; *Student Attitudes; Student Characteristics; Student Interests; Student Motivation

Questionnaires were submitted to students in all but two of the secondary schools in London (Ontario) to discover why students who are either taking or not taking physical and health education (P.H.E.) courses made these decisions and their opinions on P.H.E. Students answered some personal questions and some questions about their prior experience in P.H.E. classes. On separate questionnaires, students taking P.H.E. rated the importance of various reasons in their decision to take the course, while students not taking P.H.E. rated the importance of various reasons in their decision. Students taking P.H.E. also rated the current emphasis on various program aspects, and both groups of students indicated how much emphasis should be placed on these aspects. Students taking P.H.E. answered a series of questions about both the current and their preferred emphasis in evaluation. Finally, each group of students answered a separate set of general questions about their reaction to some possible additions or changes to the P.H.E. program. The questionnaires are included in this report and the results of the survey are presented in tabular form. Major findings and trends are described in the text of the report. (JD)

ED 250 274 SP 025 268

ED 250 288 SP 025 565

Howey, Kenneth R.
The Next Generation of Teacher Preparation Programs.
SPONS. AGENCY- National Commission on Excellence in Teacher Educatio
(ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 44p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (Minneapolis, MN, September 25-26, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Futures (of Society); Higher Education; Inservice Teacher Education; *Population Trends; Preservice Teacher Education; Program Length; *Social Change; Social Class; Social Distribution; Student Attitudes; *Teacher Education Programs; *Teacher Effectiveness; Teacher Qualifications
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Rapid social and demographic changes will have an impact on the future training of teachers. The emergence of an unmotivated urban student population from families who undervalue education will pose increasing problems for teachers. While teachers' knowledge of subject matter is essential, insights into the ecology of the classroom, the nature of the learner and learning, and a command of various teaching methodologies will be necessary. At present, several conditions constrain the quality of teacher preparation: (1) limited integration of a strong foundation in the arts and sciences; (2) limited integration of a strong clinical component throughout teacher education programs; (3) limited commitment of the best teachers and K-12 schools to teacher preparation; (4) lack of institutional characteristics and organizational features which provide coherence to programs and a sense of programmatic collegiality among faculty and students; and (5) limited numbers of courses and credits which define the scope of teacher education programs. The relationships between a markedly changing social demography and these five constraints is discussed. Studies on school effectiveness are cited as providing guidelines for improving teacher effectiveness in the future. Priorities for programmatic research and development are suggested. (JD)

Meade, Edward J., Jr.
Recent Reports on Education: Some Implications for Preparing Teachers.
Ford Foundation, New York, N.Y.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 18 Oct 84
NOTE- 18p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (New York, NY, October 18-19, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Educational Quality; Educational Research; Higher Education; Preservice Teacher Education; *Program Content; *Teacher Characteristics; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Qualifications
IDENTIFIERS- National Commission on Excellence in Teacher Educ

The recent spate of national studies about schools is largely based on analyses of what schools do, how they do it, what the results are, and what they ought to be doing in light of present and future demands. Recommendations from these studies appear to fall into four categories of structure changes, content changes, value changes, and people changes. While the recommendations often differ, some common elements can be found in them, including visions of what schools need to do, dissatisfaction with the current state of schools, the belief that the teacher is vital for improvement in the schools, and concerns that teachers are not up to this challenge. Eight characteristics that bear on teacher education can be derived from the national studies. Teachers should: (1) be well-educated; (2) be intellectually curious and interested in others; (3) be knowledgeable in the subject matter taught; (4) support the essential character of American society; (5) understand how students learn; (6) be the pedagogical manager or "coach" in the learning process; (7) be a continuous learner; and (8) look forward to a teaching career. Each of these characteristics is discussed in terms of its implications for teacher preparation. (CB)

ED 250 304 SP 025 582

ED 250 318 TM 840 234

Costello, Sandra; Weiss, David
A Summary of Guildelines for Test Users.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-84-4
PUB DATE- Feb 84
NOTE- 140p.
AVAILABLE FROM- Educational Testing Service, Research Publications R-116, Princeton, NJ 08541
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Data Collection; *Educational Testing; Evaluation Criteria; Scores; *Standardized Tests; *Standards; Testing Programs; *Test Interpretation; Test Results; Test Selection; *Test Use

This paper reports the results of a survey conducted in the spring of 1981 that was designed to collect and summarize guidelines on appropriate test use from the various organizations, agencies, and associations involved in standardized educational testing. The primary objective of the study was to learn how these various groups define the issues of appropriate test use and to summarize what they had to say about each of the issues. The first section provides an overview of the materials received from the organizations contacted, while the second section provides abstracts that describe the contents of the documents received. Out of 418 organizations contacted, 40 percent responded to the letter, 21 percent returned some form of document, and 8 percent provided documents that contained guidelines for appropriate test use. A checklist was implemented to review each document, with the following results: (1) Almost all organizations provided guidelines in the category of test score interpretation; (2) The purpose of testing examples of misuse, and procedures for monitoring compliance received less emphasis than interpreting test scores; and (3) Test selection, test administration, scoring tests, communicating results, handling test data, and qualifications of test users received the least attention. Limitations of the survey are also discussed. (Author/EGS)

The Assessment of Writing Ability: A Review of Research.
Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-84-12; GREB-82-15R
PUB DATE- May 84
NOTE- 53p.
AVAILABLE FROM- Educational Testing Service, Research Publications R-116, Princeton, NJ 08541
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Correlation; Cost Effectiveness; *Essay Tests; *Evaluation Methods; Intellectual Disciplines; *Multiple Choice Tests; Racial Differences; Scoring; Student Evaluation; Test Reliability; Test Validity; *Writing Evaluation

Recent information from established testing programs was used to investigate the nature and limitations of essay and multiple-choice tests of writing ability, the statistical relationship of these types of tests, the performance of population subgroups on each, the possible need of different disciplines for different tests of composition skill, and the cost and usefulness of various writing evaluation strategies. The literature indicates that essay tests are often considered more valid than multiple-choice tests. Although essay tests may sample a wider range of composition skills, the variance in essay test scores can reflect such irrelevant factors as speed and fluency under time pressure or even penmanship. Also, essay test scores are typically far less reliable than multiple-choice test scores. Multiple-choice measures tend to overpredict the performance of minority candidates on essay tests. It is not certain whether multiple-choice tests have the same predictive validity for candidates in different academic disciplines, where writing requirements may vary. Still, there appears to be a close relationship between performance on multiple-choice and essay tests of writing ability. The best measures of writing ability have both essay and multiple-choice sections, but this design can be prohibitively expensive. (Author/BW)

ED 250 333 TM 840 558

Reuman, David A.
Consequences of the Transition into Junior High School on Social Comparison of Abilities and Achievement Motivation.
SPONS. AGENCY- National Inst. of Child Health and Human Development

ED 250 347 TM 840 654

Curran, Linda T.; And Others
Faculty Opinions of the Course-Instructor Survey Program at U.T. Austin. RB-83-13.
Texas Univ., Austin. Measurement and Evaluation Center.
PUB DATE- Dec 83
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrative Policy; Attitude Measures; *College Faculty; *Course Evaluation; Higher Education; Policy Formation; *Program Evaluation; School Surveys; *Student Evaluation of Teacher Performance; *Teacher Attitudes
IDENTIFIERS- *Course Instructor Survey Program; Mail Surveys; *University of Texas Austin

Responding to faculty concern about the Course-Instructor Survey (CIS) program at the University of Texas at Austin, the general faculty was surveyed to find obvious trends and identify areas for program revision. CIS annually receives 200,000 student ratings of 8,000 classes and instructors. The results are published in "The Student Guide to Courses and Instructors." In addition to providing students information for course selection and feedback to teachers, student instructor ratings are used increasingly for such administrative decisions as promotion and tenure. The CIS Revision Survey, mailed to approximately 1,900 faculty in the spring of 1982, had a return rate of 29 percent. The analysis summarized faculty response by rank and total group, and presented descriptive statistics. Results indicated the CIS system should be retained with minor revisions. The most useful CIS components were the written comments, the frequency of students choosing each response, and item average score. Faculty felt CIS results are frequently misused by administrators, and rate popularity more than teaching effectiveness. The appendices contain the CIS Revision Survey and the faculty minutes with the University Council Proposal to Redesign the System for Obtaining Student Evaluation and Feedback on Instruction. (B[illegible])

ED 250 348 TM 840 656

level recommendations, and state level recommendations. (BW)

ED 250 362 TM 840 671

Teddlie, Charles; And Others
Louisiana School Effectiveness Study: Phase Two, 1982-84.
Louisiana State Dept. of Education, Baton Rouge. Bureau of Research.
SPONS. AGENCY- Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.
PUB DATE- 84
NOTE- 293p.; Small print in tables. For a summary of this report, see TM 840 670.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Educational Attainment; *Educational Environment; Elementary Education; Elementary School Teachers; Expectation; Factor Analysis; Grade 3; Grades (Scholastic); Parent Influence; *Performance Factors; Principals; Regression (Statistics); *School Effectiveness; *Socioeconomic Status; *State Surveys; Student Attitudes
IDENTIFIERS- Educational Development Series; Louisiana Basic Skills Test; *Louisiana School Effectiveness Study

This report details the methodology and findings of the Louisiana School Effectiveness study, designed to identify school level attitudes and behaviors which predict students' achievement. Principals, teachers, and students in 76 schools with third grade classrooms responded to school climate questionnaires. Data for the students also included scores on the Louisiana Basic Skills Tests, scores on the Educational Development series test, and student socioeconomic (SES) characteristics. Data analyses were divided into two distinct efforts: (1) an input-output model designed to predict student achievement from student SES and school climate, and (2) a description of six different types of schools (three level of effectiveness x two levels of SES). Factor analysis followed by regression analysis indicated that there were four significant contributors to the variance in test scores: student SES, student perceptions of how much the teachers and other students care about grades, students' future educational expectations, and student perceptions of negative school climate. Recommendations for school improvement included school level recommendations, and state level recommendations. (BW)

Rockman, Ilene F., Comp.
Test Information: A Selective Annotated Bibliography. Bibliography Series Fourteen.
California Polytechnic State Univ., San Luis Obispo. Library.
PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Databases; *Educational Testing; Higher Education; *Library Guides; Periodicals; Psychological Testing; Reference Materials; Testing; *Tests
IDENTIFIERS- California Polytechnic State University

Developed as a guide to resources in the Robert E. Kennedy Library at California Polytechnic State University, this bibliography includes a selective listing of books, microfiche, and reference materials on the topic of educational and psychological testing. The publications included either contain sample or entire test items, and discussions/reviews of both standardized and nonstandardized tests from preschool to adult levels. Special populations (e.g., the disabled, limited English-speakers) are also included. Useful subject headings in the card catalog are listed. Seventy-seven references with annotations are cited. Works containing sample test items are starred. A location key for call numbers is given. Subject and title indexes for the bibliography, keyed to entry numbers, are included. Computer-based bibliographic databases providing test information and selected journals and newsletters are listed. (BS)

ED 250 378 TM 840 695

The Testing Issue. Proceedings of a Conference Held at Alabama State University (Montgomery, Alabama, April 12-13, 1984).
Alabama Center for Higher Education, Birmingham.; Alabama Univ., Montgomery. Center for Improvement of Instruction and Learning.
PUB DATE- Apr 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Gains; Basic Skills; Black Education;

ED 250 392 TM 840 744

Huling-Austin, Leslie

Collecting Data in High Schools: Methods and Madness. R&D Report No 3183.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Apr 84

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change Strategies; Data Analysis; Data Collection; *Educational Change; *High Schools; Interviews; *Research Methodology; *Research Problems; Sampling; Secondary Education

IDENTIFIERS- Research on the Improvement Process Program

The Research on the Improvement Process (RIP) Program of the Research and Development Center for Teacher Education has made the investigation of the change process in high schools their primary research priority for the 1980s. In this paper, the high school research endeavors of the RIP program are described, with special attention being given to the design and methodology developed for the study. The research methods included exploratory visits, selecting and negotiating for study sites, scheduling interviews with the school staff, and analyzing taped interview data. In addition, some of the "madness" encountered by the research staff while engaged in the study is related. The paper concludes with what has been learned about how to conduct research in high schools. (BW)

ED 250 393 TM 840 745

Stiegelbauer, Suzanne M.

Community, Context, and Co-Curriculum: Situational Factors Influencing School Improvements in a Study of High Schools. R&D Report No. 3186.

Texas Univ., Austin. Research and Development Center for Teacher

ED 250 408 UD 023 833

Craft, Maurice
Education for Diversity: The Challenge of Cultural Pluralism. Inaugural Lecture.
Nottingham Univ. (England).

REPORT NO.- ISBN-0-85359-088-5
PUB DATE- 26 Feb 82
NOTE- 28p.; May be marginally legible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Cultural Pluralism; *Educational Objectives; Educational Policy; Elementary Secondary Education; *Multicultural Education; *Social Differences
IDENTIFIERS- *Great Britain; *Societal Needs

In England, multicultural education is one of the most important focal points within the ongoing educational debate. To answer questions of practical policy, multicultural education may be viewed from the perspective of education as social process. More than simply pupils and teachers, classrooms and textbooks, education provides social continuity and engenders social change. A process linked to powerful structural and ideological variables in the wider society, education may vary according to the importance placed upon indivudual development compared with the perceived needs of society. As a result of this dichotomy, all educational systems must strike a balance between educating for variety and educating for conformity, between diversity and cohesion. In a culturally pluralistic society, the tensions between these poles are particularly great: a plural society is, by definition, more diverse and thus has a greater need for conformity, yet it also has a greater natural resistance to conformity. British educationalists are now faced with deciding at what point the acculturation necessary for full participation in society becomes a repressive assimilation, and at what point the celebration of diversity ceases to enrich and becomes potentially divisive. Diversity and conformity are in fact interdependent, and majority children can benefit as much as minority children from multicultural education. (KH)

Carter, Robert T.; Helms, Janet E.

The Relationship between Racial Identity Attitudes and Socioeconomic Status.

PUB DATE- Aug 84

NOTE- 19p.; Paper presented at the American Psychological Association Convention (Toronto, Ontario, Canada, August 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Black Attitudes; College Students; Higher Education; Predictor Variables; *Racial Attitudes; *Racial Identification; *Self Concept; *Socioeconomic Status

IDENTIFIERS- Racial Identity Attitude Scale

To determine whether racial identity attitudes could be predicted from socioeconomic variables, 174 Black college students were asked to respond to items on the Racial Identity Attitude Scale and to complete a personal data sheet. Results indicated that racial identity attitudes and socioeconomic status appear to represent separate constructs. Socioeconomic variables did not predict attitudes. Thus, it may be important to consider the subjects' individualized attitudes toward themselves and their ascribed racial group. Researchers cannot assume automatically that being Black means that one identifies with Blacks or Black culture, or that being Black and middle or upper class means that one does not identify with Black socioeconomic status. Socioeconomic status may indicate social position and economic resources, both of which are based on external criteria, but racial identity attitudes appear to be related more to internal functioning than to external forces. Thus, the present study supports Cross's argument that personal identity and reference group identity may be different. In other words, it may be possible for a Black person to feel good about him- or herself and have mixed or negative feelings toward his or her racial group. (Author/KH)

ED 250 424 UD 023 887

Talaga, James; Chu, Hung M.

Entrepreneurial Training for Refugees: A Training Guide.

West Chester Univ., PA.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington,

of student progress was linked to ongoing instructional planning, which was expanded to include activities of daily living skills and career education. For continued effectiveness of this program, it is recommended that paraprofessionals be hired for all sites where staff feel that the addition of paraprofessional support would improve program service. (GC)

ED 250 436 UD 023 901

Tobias, Robert; And Others

P.L. 89-313. Supplementary Services for Previously Nonpublic School Institutionalized Students, 1983-84. O.E.E. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Aug 84

NOTE- 60p.; Published by the O.E.E. Special Education Evaluation Unit. For a related document, see UD 023 280.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Achievement Gains; Career Education; Disabilities; Elementary Secondary Education; Hearing Impairments; *Institutionalized Persons; *Problem Children; *Program Effectiveness; Program Evaluation; *Special Education

IDENTIFIERS- New York (New York); Public Law 89 313

During 1983-84, the Public Law 89-313 program served 2,053 students who were formerly educated in State-operated or State-supported schools through the following components and subcomponents: the Regional Services Instructional Support Unit; Citywide Services, consisting of Instructional Supplies and Equipment and Hearing Education Services; and the High School Outreach Program, including the Placement and Referral Center for the Handicapped. Analyses of pupil achievement data indicated that attainment of program objectives varied. However, nearly all students served by the program demonstrated positive growth in at least one of the following: communication, reading, mathematics, sensory and motor development, self-help and societal/community living skills, and vocational competencies. In addition, observations and interviews indicated that, for the most part, program services met the individual needs of the students and effectively supplemented basic instructional activities. In 1983-84, the program showed favorable results in terms of number of pupils served, activities, and objectives mastered, as compared to previous years. However, all

ED 250 148 SE 045 093

Mitman, Alexis L.; Osaki, Susan Y.

Life Science Instruction and Its Relationship to Scientific Literacy at the Intermediate Level.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Apr 84

NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April 1984).

CONTRACT- NIE-400-83-0003

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biological Sciences; Grade 7; Junior High Schools; *Science Instruction; *Scientific Literacy; *Secondary School Science; Student Attitudes; Teacher Behavior; *Teaching Methods

IDENTIFIERS- Science Education Research

This study attempted to determine which combinations of student, teacher, curricular, and task factors characterize effective life science instruction, where effectiveness is defined as the acquisition of scientific literacy. The framework of scientific literacy used includes five teacher behavior components: (1) explaining science content; (2) relating content to science as a social historical process; (3) relating to science as a reasoning process; (4) relating to science and society/technology; and (5) positive attitudes toward science. Data were obtained from 11 seventh grade teachers and their students using student pre- and post-surveys (respresenting the scientific literacy components), classroom observation records, and curriculum content analyses. Results indicate that teachers carried out academic instruction largely through means of recitation, seatwork, and laboratory exercises (in that order), followed by a fairly consistent use of audiovisual materials. In addition, when presenting academic information to the entire class, the teachers rarely made explicit reference to the historical, reasoning, social, or attitudinal implications of the subject matter. Possible explanations for this latter finding are offered and discussed. (JN)

discussants and questions from the audience are included. (Author/JN)

ED 250 163 SE 045 137

Loucks, Susan F.

Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 77

NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science (Cincinnati, OH, March 25, 1977).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; *Developmental Stages; Elementary Education; *Elementary School Science; Elementary School Teachers; Inservice Teacher Education; Program Implementation; *Science Course Improvement Projects; Science Curriculum; Science Education; *Teacher Attitudes

IDENTIFIERS- *Science Curriculum Improvement Study; Science Education Research; *Stages of Concern

A longitudinal study was conducted which focused on the concerns of elementary school teachers who were involved in implementing the Science Curriculum Improvement Study (SCIS) curriculum. Two major questions were addressed: (1) Do stages of concern exist? (2) If so, are they developmental? The sample consisted of teachers attending summer workshops in 1974 (N=15) and 1975 (N=38). Concerns were assessed five times (including before and after the training workshops) using the Stages of Concern Questionnaire (SoCQ), a Likert-type instrument developed to measure seven hypothesized stages of concern. The SoCQ consists of 35 statements (five items for each stage) which allow respondents to describe a concern they feel at a given point in time. The seven hypothesized stages are awareness; informational; personal; management; consequence; collaboration; and refocusing. Results indicate that individuals in this sample followed a general developmental trend from being more intense at the lower stages of concern to becoming more intense at the higher stages of concern and that management concerns never predominated any group. Other findings (such as comparisons between

ED 250 177 SE 045 153

Mandinach, Ellen B.

Clarifying the "A" in CAI for Learners of Different Abilities. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

California Univ., Berkeley. Lawrence Hall of Science.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 84

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April, 1984).

GRANT- 400-83-0017

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Aptitude Treatment Interaction; *Cognitive Ability; *Cognitive Processes; *Computer Assisted Instruction; *Computer Software; *Educational Games; Educational Research; Induction; Junior High Schools; Logical Thinking; Problem Solving; Student Characteristics; *Teaching Methods; Transfer of Training

IDENTIFIERS- *Computer Games

This study investigated the degree to which 48 seventh and eighth grade students of different abilities acquired strategic planning knowledge from an intellectual computer game ("Wumpus"). Relationships between ability and student performance with two versions of the game were also investigated. The two versions differed in the structure and explicitness of instructional cues and the form of directions and feedback provided. The purpose of the game (which requires logical reasoning, strategic planning knowledge, and self-regulated learning skills) is to locate and kill a mythical monster while avoiding several hazards that impede safe movement through a warren of 20 interconnected caves. Results showed that more successful students acquired strategic planning knowledge by induction from examples and performed better on transfer tasks. Ability differences were also found. Both ability groups improved performance; in addition, high ability students, regardless of instructional treatment, performed better than less able students on the game and the transfer tasks. Considerations for further investigation of the relationships among learner characteristics and instructional variations in computer learning are discussed. Implications for the use of cognitively engaging software in educational settings are also discussed. (Author/JN)

ED 250 191 SE 045 170

Parker, Francis; Yoho, Devon
Energy and Transportation Lessons for the Senior High Grades.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Oct 84
NOTE- 144p.; For related documents, see SE 045 168-169.
GRANT- DE-FG45-76CS60038
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Careers; *Economics; *Energy; Energy Conservation; *Energy Education; High Schools; *Learning Activities; Science Education; Secondary School Science; *Social Studies; *Transportation

This guide presents five lessons designed to: create an awareness of the present energy situation and its relation to various aspects of transportation systems; provide knowledge of energy resources, choices, and alternative actions; develop critical thinking skills about energy and individual roles in the energy management process; encourage problem-solving habits as students examine alternative solutions to energy and transportation issues; and influence participation as students practice consumer roles and decision-making in their homes, school, and community. These lessons focus on: energy, transportation, and the growth of cities; public transporation alternatives for energy saving; automobiles and energy conservation; alternatives to the automobile (e.g., electric and natural gas cars); and aviation. Each lesson includes an overview (which provides inquiry, decision-making, and action objectives; and states the lesson's purpose, time needed, and the readability of student materials); a glossary; a factsheet (providing background material for completing other activities); classroom activities; a case study (presenting a problem or issue for students to discuss); a home study; a community study; a section exploring the short-, intermediate-, and long range future of issues/problems presented in the lesson; a career-oriented activity; and a list of resources. A list of social studies, government, and economics textbooks with energy and transportation concepts and the page numbers on which they appear is also provided. (JN)

ED 250 206 SE 045 236

Davey, Michael E.; Wieckert, Karen E.
Summary and Analysis of Hearing on "Improving the Research Infrastructure at U.S. Universities and Colleges." Report to the Committee on Science and Technology, U.S. House of Representatives, Ninety Eighth Congress, Second Session.
Library of Congress, Washington, D.C. Congressional Research Service.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
PUB DATE- Jul 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Colleges; Computer Science; Engineering; *Facilities; Faculty Recruitment; *Government Role; Graduate Students; Hearings; Higher Education; Industry; *Laboratory Equipment; *Research; *School Business Relationship; Sciences; Technology; Universities
IDENTIFIERS- Congress 98th; National Science Foundation

This report summarizes a hearing held on the current state of research facilities at United States universities. The hearing also focused on what role the federal government, universities, and business can play in restoring the university research infrastructure. Part I of the report analyzes the hearing according to the various issues that were raised by witnesses. These issues are: (1) research facilities; (2) research equipment needs; (3) recruitment of young faculty; (4) graduate students; and (5) university-industry relationships. Recommendations that both federal and state governments could employ to address problems related to these issues are also summarized. They include: greater university, government, and private cooperation; establishing new federal and state funding mechanisms; and reviving past programs, such as the National Science Foundation's Graduate Science Facilities Program. Part II provides a summary of the verbal and/or written testimony presented by George A. Keyworth, Charles E. Young, Frank H. T. Rhodes, John D. Silber, and Charles Hess. (JN)

ED 250 207 SE 045 240

mathematical geography, physical geography, socialist geography, regional geography, geographical cartography, landscape theory, and environmental theory. Within each category, citations are entered alphabetically by author. (LP)

ED 250 218 SO 015 857

Amussen, Susan Dwyer
Gender and the Social Order in Early Modern England.
PUB DATE- Jun 84
NOTE- 18p.; Paper presented at the Berkshire Conference on the History of Women (6th, North Hampton, MA, June 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Church Role; Courts; *Family (Sociological Unit); Females; Justice; Males; Political Influences; Politics; Sex Discrimination; *Sex Role; Social Change; Social Class; Social History
IDENTIFIERS- *England; English History; *Social Order

The place of the family and the relationship between gender and social order in England between 1560 and 1725 are examined. The fear of disorder so prevalent in England in the late 16th and early 17th centuries was caused by the doubling of the population and extremely poor economic conditions. In the attempt to enforce order, the analogy between the family and the state (i.e., the family provides a model for all social and political relations) became prevalent. Discussed within this context are the patriarchal political theory, how the family was described by early modern English household manuals, and how the restoration changed the way the judicial systems maintained social order. After the Restoration, population growth stabilized, real wages began to rise, and the poor, while still present, seemed less threatening. In such a situation, strict enforcement of gender and familial relations became less necessary; their symbolic role in affirming social and political order was no longer crucial. It was in this context that John Locke and others came to see and define the family as a private and natural institution instead of a public, social institution. (RM)

Suite 501, New York, NY 10011 ($6.95, plus 10¢ shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Graduate Study; Higher Education; Masters Degrees; *Masters Programs; Professional Education; Program Descriptions; *Social Work

This report provides information about master's degree programs in social work accredited by the Council of Social Work Education. Schools are arranged in alphabetical order and also by state. Information regarding graduate programs in social work is given for over 90 colleges and universities, including degrees offered, application deadlines, advanced standing, part-time study, field practicum, tuition and related charges, concentrations offered, time span, and financial aid. This summary was compiled from information provided by individual schools. (LH)

ED 250 233 SO 015 969

Crawford, Mary; And Others
Attitude Change in Women's Studies Courses: A Field Study.
PUB DATE- Jun 83
NOTE- 15p.; Paper presented at the National Women's Studies Association Conference (Columbus, OH, June 26-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Attitude Measures; Educational Research; *Females; Field Studies; Higher Education; Males; Sex Role; *Sex Stereotypes; *Student Attitudes; *Womens Studies
IDENTIFIERS- Attitudes Toward Women Scale; Bem Sex Role Inventory

Students who enrolled in women's studies courses at a college serving mainly students from working and lower middle class backgrounds were assessed for attitudes toward women and degree of sex-typing at the beginning and end of three women's studies courses. The study was conducted over three consecutive semesters in which 41 women and 6 men completed the Attitude Toward Women (ATW) Scale and the Bem Sex Role Inventory (BSRI) during the first and last weeks of classes. In addition, individual interviews were conducted with male students during the first and last weeks of

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- African History; *Blacks; Case Studies; *Civil Liberties; *Controversial Issues (Course Content); Current Events; Economics; Foreign Policy; Geography Instruction; High Schools; History Instruction; International Relations; International Studies; International Trade; Learning Activities; Political Issues; *Racial Segregation; *Social Studies; Units of Study

IDENTIFIERS- *Apartheid; *South Africa

Based on the book, "South Africa: Time Running Out," a report of the Study Commission on U.S. Policy Toward Southern Africa, this 10-20 day unit of study is designed to help high school students learn about the history, geography, and present situation in South Africa and its relationship to the United States. The first of four sections provides basic background information, including an opening article describing a 1983 controversy over the proposed visit of a South African school inspector to an American high school; an article built around a student trip to South Africa; a section on American interests, policy objectives, and recommended actions toward South Africa; and an activity on South African history and geography. The second section focuses on Apartheid and the dynamics of South African life. This section contains eight short articles dealing with the current situation in South Africa, each beginning with factual information and ending with interviews with South Africans. The third section reviews South Africa's position in Africa and in the world, policies of major world powers toward South Africa, and the economic importance of South Africa's trade and minerals to the Western community. Activities in the final section give students an opportunity to compare practices of the South African government with the Universal Declaration of Human Rights of the United Nations, debate the effect of withdrawing pension funds from corporations doing business with South Africa, and develop objectives and recommendations concerning American interests and policies in South Africa. (LH)

ED 250 248 SO 015 997

Suter, Coral; Croddy, Marshall

The Crime Question: Rights and Responsibilities of Citizens. Student Edition. Major Issues in American Government. Law in Social Studies Series.

Constitutional Rights Foundation, Los Angeles, Calif.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; Higher Education; High Schools; Instructional Materials; *Law Libraries; *Legal Education; *Library Instruction; *Library Skills; United States Government (Course); United States History
IDENTIFIERS- *Law Related Education

Designed for use by high school and college students who may need to use a law library to research a topic related to U.S. government, history, or law-related education, this pamphlet contains step-by-step instructions for locating and using legal materials. Students are introduced to four methods of legal research: the topic method, which consists of searching legal encyclopedias and digests for case names and citations on a particular subject; the descriptive word method of using encyclopedia and digest indices; the case method; and the method that uses the set of 46 volumes entitled "Words and Phrases." Each method is described and sample citations from resources appropriate to each method are provided. Additional instructions on how to obtain copies of laws and cases are provided. (LP)

ED 250 262 SO 016 038

Howard, Estelle; And Others

Students Are Also Citizens: First Amendment Rights of Students. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

Constitutional Rights Foundation, Los Angeles, Calif.

PUB DATE- 82
NOTE- 48p.; For similar lesson plans on different legal issues, see SO 016 039-046.
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Avenue, Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Freedom; *Case Studies; Conflict Resolution; Constitutional Law; Court Litigation; Discussion (Teaching Technique); *Educational Legislation; Learning Activities; *Legal

Evans, Sharon Hunsucker; Bethel, Lowell J.
Research-Based Teacher Effectiveness Skills: Perceptions of Members of a Teacher Education Program.
PUB DATE- 84
NOTE- 68p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1 1984). This material is based upon work supported by the Education Consolidation and Improvement Act (ECIA), 1981, Teacher Training, Chapter 2, Section 576.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Cooperating Teachers; Course Content; Curriculum Development; Higher Education; Preservice Teacher Education; Program Attitudes; Program Effectiveness; Program Evaluation; Program Improvement; *Student Teachers; *Student Teacher Supervisors; *Teacher Education Programs; *Teache Educators; *Teaching Skills

An evaluation of the elementary school teacher education program a the University of Texas at Austin sought to identify the most important research-based teaching skills in the program, compare perceptions of all members of the program on specific teaching skills, and identify preservice teachers' perceptions of program components. A composite list of skills was categorized into six groups: planning; management of student conduct; instructional organization and development; presentation of subject matter; evaluation; and personal and professional qualifications. Participants in the study included 200 preservice teachers, 200 supervising teachers, 34 college faculty, and 28 university supervisors. Analysis of the resulting data indicated that there was a high degree of congruence across all groups on concerns about teaching competencies that must be developed before leaving the program. There was strong agreement that management of student behavior was the most important skill category, with planning a close second. Data on the ranking of specific skills are presented in tables. The appendices include steps taken in the evaluation study, a complete list of identified teaching skills and categories, questions used in discussion groups, and transcriptions of preservice teachers' discussions on the specific content of program courses. (JD)

ED 250 275 SP 025 271

ED 250 289 SP 025 566

Haberman, Martin
An Evaluation of the Rationale for Required Teacher Education:
Beginning Teachers with and without Teacher Preparation.
SPONS. AGENCY- National Commission on Excellence in Teacher Education
(ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 100p.; Seminar paper presented at a Hearing of the National
Commission on Excellence in Teacher Education (Minneapolis, MN,
September 25-26, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Education Work Relationship; Higher
Education; *Preservice Teacher Education; *Relevance (Education);
*Required Courses; Teacher Certification; *Teacher Qualifications;
Teaching Experience
IDENTIFIERS- National Commission on Excellence in Teacher Educ

This paper presents two propositions: (1) that extensive knowledge of subject matter is a necessary but not sufficient condition for effective teaching; and (2) that teacher education is a legitimate professional preparation which should be improved rather than circumvented. Six rationales for the validity of the above propositions, based on theory, logic, research, expert opinion, experience, and common sense, are detailed. In addition some historical perspective is provided regarding the use of teachers with and without professional education. (CB)

ED 250 290 SP 025 568

Testimony Presented at an Open Hearing of the National Commission on
Excellence in Teacher Education (Minneapolis, Minnesota, September
25-26, 1984).
SPONS. AGENCY- National Commission on Excellence in Teacher Educatio
(ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 14p.; For related documents, see SP 025 564-595.
LANGUAGE- English

Gideonse, Hendrik K.
Guiding Images for Teaching and Teacher Education.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 14 Oct 84
NOTE- 20p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (New York, NY, October 18-19, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creativity; Decision Making; *Educational Quality; Futures (of Society); Higher Education; Moral Values; Preservice Teacher Education; Role Models; Scientific Attitudes; *Teacher Characteristics; Teacher Education Programs; Teacher Effectiveness; *Teacher Role; Teacher Selection; *Teaching (Occupation)
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Teachers should be viewed as decision makers who are required hourly to make serious value choices, who serve both individuals and society, who are in an institution where real power differentials exist, and whose learning and teaching responsibilities are increasingly supported by an empirical research tradition requiring highly situational interpretation. Four images of the teacher's role are: (1) the teacher as an artist, prepared by practitioners and master performers in the fashion of an apprentice; (2) the teacher as a moral craftsman, which implies the selection, training, and support of teachers who have the propensity or capacity for making moral decisions; (3) the teacher as an applied scientist, with teacher preparation that is keyed to the research base on teaching effectiveness and carried out in clinical sites; and (4) the teacher as a decision maker, focusing on decision making functions and responsibilities. Three areas of these roles are explored: the knowledge a decision-maker image would require teachers to acquire; preparation models for teacher education; and selection criteria for future teachers. (JD)

ED 250 305 SP 025 583

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19,

ED 250 319 TM 840 420

Lohman, David F.
The Role of Prior Knowledge and Strategy-Shifting in Spatial Ability.
PUB DATE- Apr 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Treatment Interaction; Confidence Testing; Higher Education; Memorization; Models; Pictorial Stimuli; Prior Learning; *Problem Solving; *Spatial Ability; Visualization

Although the distinction between verbal ability and spatial ability is fundamental in all models of human abilities, differences in the relative strengths of verbal and spatial abilities have failed to show consistent interactions with instructional treatments. This study investigated the hypothesis that spatial tests measure different abilities in different subjects and so replicable Aptitude X Treatment interactions (ATI) with spatial ability are unlikely. Forty-three subjects attempted 144 items from a spatial synthesis task previously shown to be a good measure of spatial ability. Componential models suggested that subjects differed in their solution strategies and that most subjects shifted strategies predictably over items. Correlations between task variables and reference tests showed that some solution methods relied more on verbal-analytic skills whereas other solution strategies relied more on spatial-analogy skills. Sex differences and implications for the measurement of spatial abilities are also discussed. (Author)

ED 250 320 TM 840 444

Hunt, Earl; Pellegrino, James
Using Interactive Computing to Expand Intelligence Testing: A Critique and Prospectus. Report No. 84-2.
California Univ., Santa Barbara. Dept. of Psychology.; Washington

(NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, MD.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 84
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
GRANT- NICHD-HD17296-01; NIMH-MH31724-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; Articulation (Education); Attitude Change; Classroom Environment; Classroom Research; Educational Change; Heterogeneous Grouping; *Junior High Schools; *Mathematics Achievement; Mathematics Instruction; *Self Evaluation (Individuals); Social Environment; *Student Attitudes; Student Evaluation; Student Motivation
IDENTIFIERS- *Social Comparison

Systematic changes in their classroom environments occur when students make the transition from upper-elementary to junior high school. Students typically experience a transition from a self-contained classroom to departmentalized instruction in junior high school; they often also experience a transition from heterogeneous to homogeneous, ability-grouped classrooms in junior high school. Effects of these environmental changes on students' social comparison of abilities and achievement-related beliefs and values in mathematics are examined for a sample of 291 students in 14 upper-elementary and junior high school classrooms. Certain social comparison behaviors increase when the school transition occurs and are higher in heterogeneous compared to homogeneous, ability-grouped junior high school classrooms. Other social comparison behaviors are affected in quite different ways at the school transition. Self-concept of math ability and math value decline at the school transition. Implications of these trends for long-term persistence in mathematics and suggestions for future research are discussed. (Author)

ED 250 334 TM 840 572

Emihovich, Catherine
The Ethnography of Education: Problems and Prospects for Women Researchers.
PUB DATE- 25 Apr 84

Cartledge, Gwendolyn; And Others
Formal Language Assessment of Handicapped and Nonhandicapped Black Children.
PUB DATE- Apr 84
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Dialects; *Black Students; Comparative Analysis; Cross Cultural Studies; Elementary Education; *Language Tests; *Learning Disabilities; Socioeconomic Status; Student Evaluation; *Test Bias; *Test Interpretation; White Students
IDENTIFIERS- *Test of Language Development

The Test of Language Development--Intermediate (TOLD-I) was administered to 26 learning disabled (LD) and 26 nonLD elementary aged black children. The subjects were matched for age, IQ, and class placement. Statistically significant differences were found between the two groups on four of the five subtests of the TOLD-I. The data also were analyzed according to socioeconomic groupings with findings that the performances of the higher socioeconomic status subjects more closely approximated test norms. Study results are discussed according to (1) relative performance of LD and nonLD black children on the TOLD, (2) relative language performance of black LD and white LD children, and (3) effects of socioeconomic factors on the language test performance of black children. (Author/BS)

ED 250 349 TM 840 657

Posner, Michael I.
A Framework for Relating Cognitive to Neural Systems. Cognitive Science Program, Technical Report No. 84-2.
Oregon Univ., Eugene. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-84-1
PUB DATE- Aug 84
NOTE- 44p.
CONTRACT- N00014-83-0-0601

ED 250 363 TM 840 672

Maryland Accountability Testing Program Annual Report. School Year 1981-1982.

Maryland State Dept. of Education, Baltimore.

PUB DATE- 1 Jan 83
NOTE- 143p.; Prepared with the assistance of Westat, Inc. For related documents, see ED 233 081 and TM 840 673.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; *Basic Skills; Educational Legislation; Elementary Education; Elementary School Mathematics; Grade 3; Grade 5; Grade 8; Language Arts; Reading Comprehension; School Districts; Scores; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- California Achievement Tests; *Maryland Accountability Assessment Program

In this report, basic skills areas for three grade levels are covered, along with average grade equivalent scores on the California Achievement Tests for the 1981-1982 school year. Included are reading comprehension, language, and mathematics scores for grades 3, 5, and 8. The major findings from analyses of the statewide results indicate that participating Maryland pupils in the fall of 1981 scored higher than the 1976 national norm sample for these grades. In addition to detailed tables of the test results by school, district, and state, this report includes: (1) a definition of educational accountability and an introduction to the Maryland Educational Accountability Program; (2) the State Board of Education's Resolution on Assessment Program; and (3) a description of the assessment instruments used to measure academic achievement. (Author/BW)

ED 250 [illegible]64 TM 840 673

Maryland Accountability Testing Program Annual Report. School Year

*Black Students; *Black Teachers; Cognitive Processes; Higher Education; High Schools; *Instructional Improvement; *Standardized Tests; Teacher Made Tests; Teaching Methods; Test Bias; *Testing Problems; Test Wiseness

This conference, whose theme was "The Testing Issue," addressed problems encountered with standardized testing in Alabama's historically black colleges and universities, and predominantly black high schools. It focused on immediate intervention strategies designed to provide access to high school diplomas, college, graduate and professional schools, and professional employment. Charlynn Robinson's opening remarks stressed the survival of black teachers and the need to improve teacher-made tests and teaching strategies. The keynote address by Thelma L. Spencer focused on methods used to teach students to think in systematic and accurate patterns. Students should be taught to subvocalize (move lips) to help themselves to hear, internalize, and increase their thinking ability. Teachers should be teaching reading in their subject fields. Teacher-made tests should give student familiarity with standardized test format. Improving thinking skills will improve test-taking skills. Other issues addressed at the conference included: (1) methods for developing classroom tests; (2) teacher accountability; (3) long-range instructional development programs emphasizing basic skills; (4) current models for test score improvement; and (5) test-taking tips and strategies for students. Appendices include Spencer's keynote address, "Improvement of Instruction and Learning," and six reports from participating institutions on current or planned models for improving test scores. (BS)

ED 250 379 TM 840 696

Mathematics Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. Texas Assessment of Basic Skills.

Texas Education Agency, Austin. Div. of Educational Assessment.

PUB DATE- Aug 84

NOTE- 58p.; For Reading Objectives, see TM 840 697.

AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 201 E. Eleventh St., Austin, TX 78701 ($1.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Strategies; *Educational Change; *Educational Environment; Research Needs; *Secondary Education; Social Influences
IDENTIFIERS- Research on the Improvement Process Program

The nature of the changes occuring in the high school, and the factors influencing the change process in different high schools across the nation, have been the focus of research being conducted by the Research and Improvement Process (RIP) Program of the Research and Development Center for Teacher Education. The study is designed to describe the types of changes occuring in the sample high schools, the units of change, the management of change factors, and the key situational factors influencing these efforts. This paper describes the situational factors viewed by the research staff in the High School Study. It also presents some examples of how these factors vary in their influence in different situations. Some factors were found by researchers to have more characteristic influence across cases than others; others varied more across sites. In every case, however, factors such as the nature of the change itself and its management by school leaders were found to be important to the total picture. The paper concludes with a preliminary analysis of the relation of different situational influences to the effectiveness of change efforts. (BW)

ED 250 394 TM 840 748

Arnaut, Lynn Y.; Bownas, David A.
The Effects of Rating Purpose and Anonymity on Self Ratings.
PUB DATE- Mar 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Evaluation Needs; *Job Performance; Personnel

ED 250 409 UD 023 836

Dryfoos, Joy G.
Review of Interventions in the Field of Prevention of Adolescent Pregnancy. Preliminary Report.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Oct 83
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Contraception; *Counseling Services; Early Parenthood; High Schools; *Pregnancy; *Pregnant Students; *Prevention; Program Descriptions; Public Policy; *Sex Education; Social Services

This report presents an overview of programs that may have a potential for prevention of teenage pregnancy. The report starts with a summary of expert opinions on the dimensions of and solutions to the problem and then describes several relatively successful programs. Following this is an overview of interventions with an analysis of program outcomes and costs (including cost per birth). Prevention programs in three areas are then discussed: (1) sex education and information services, (2) contraceptive services, and (3) programs that enhance life options such as education and employment. The implications of each type of program are assessed. Specific interventions with high priority are outlined in four key areas: school involvement, coalitions, media, and family involvement. A final section considers research requirements. Appended in chart form is a typology of interventions that may prevent teen pregnancy. (KH)

ED 250 410 UD 023 850

Arkansas Department of Education: 1983 Evaluation Report, Chapter 1, ECIA.
Arkansas State Dept. of Education, Little Rock. Div. of Federal Programs.
PUB DATE- 84

D.C.
PUB DATE- 84
NOTE- 63p.; Appendices and attachment may not reproduce clearly; Published by the Small Business Development Center.
CONTRACT- 130-83-0015
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Entrepreneurship; Ethnic Groups; *Planning; *Refugees; *Small Businesses; *Training Methods; *Workshops

This manual is designed for use in developing successful workshops for training refugee entrepreneurs. The goal of such workshops is described as that of providing selected groups of refugees (especially Ethiopians, Somalians, Laotians, Cambodians and Vietnamese) with information that will help them to go into business or to make better decisions if they are already in business. The first section, on workshop organization, discusses workshop purpose, participants (organizational staff, refugees, and speakers), budgeting, publicity, logistics, and program content. Running the program is discussed in the second section, with suggestions given on scheduling, registration processes, question and answer sessions, and forms and forms returns. The third and final section deals with follow-up activities, including certificates of completion, written question response, and personal assistance. Appendices contain schedules, forms, bibliographies, and other materials used at past seminars, a list of Small Business Administration Field Offices and publications, and a list of State commerce and industrial development departments. (KH)

ED 250 425 UD 023 888

Turning the Tide. Discipline: Policies and Guidelines.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 84
NOTE- 112p.; For related documents, see UD 023 889 and ED 238 572.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Board of Education Policy; *Discipline Policy; *Educational Legislation; Guidelines; *Policy Formation; Public

components and subcomponents suffered some delays in implementation and fewer students were served than were eligible due to high student transiency. Recommendations address these and other problems. (GC)

ED 250 437 UD 023 902

Torres, Marcia G.

Aspirations of Adolescent Hispanic Females for Marriage, Children, Education and Employment. Report No. 2: Young Hispanic Mothers Enrolled in School and/or Employed Interviewed in the 1979 National Longitudinal Survey.

SPONS. AGENCY- National Council of La Raza, Washington, D.C.
PUB DATE- May 82
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; *Aspiration; Cultural Traits; *Educational Attainment; Family Characteristics; High Schools; *Hispanic Americans; *Mother Attitudes; *Mothers; Occupational Aspiration; Postsecondary Education; Sociocultural Patterns; *Socioeconomic Influences

This paper presents a profile of Hispanic mothers who work and/or study, based on interviews in the 1979 National Longitudinal Survey. Particular focus is placed upon occupational and educational aspiration, as well as on the cultural and economic conditions which shape them. Data for Hispanic mothers are presented with similar data for Black and White mothers, in order to identify cultural characteristics which are exclusive to the Hispanic woman. Hispanics are shown to be significantly different from both of the other groups on the following dimensions: family size, language spoken in the home in childhood, marital status, the lack of a high school diploma, highest grade completed by mother and father, and occupational expectations for five years hence. Hispanics are shown to have shared the following dimensions with Blacks, which were significantly different from Whites: number of siblings who were enrolled in school, and the [illegible]ported experience of discrimination due to nationality and/o[illegible] In addition to discussing and statistically documenting t[illegible]fferences, this report compares its findings with previous social science research and makes recommendations for policy and further research. (Author/KH)

ED 250 149 SE 045 105

Guide to Programs. Fiscal Year 1985.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-84-40
PUB DATE- 84
NOTE- 91p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Planning; Educational Research; *Engineering; *Guides; *Mathematics; *Reference Materials; *Sciences; Technology
IDENTIFIERS- *National Science Foundation

This guide describes the 1985 National Science Foundation programs. Proposals are accepted from education institutions and others; the criteria for selection of the most meritorious research projects are presented. The programs are listed by major category: (1) mathematical and physical sciences; (2) engineering; (3) biological, behavioral, and social sciences; (4) astronomical, atmospheric, earth, and ocean sciences; (5) science and engineering education; (6) scientific, technological, and international affairs; and (7) other activities. For each, information about specific programs is provided, eligibility requirements and deadlines given and sources of additional information noted. (MNS)

ED 250 150 SE 045 106

Capoferi, Alfred; Coburn, Terrence
Calculator Problem Solving. Using Calculators to Teach Mathematics and Problem Solving: A Calculator Resource Manual for Teachers (K-8) and Principals. Second Edition.
PUB DATE- Mar 84
NOTE- 131p.

teachers attending the two different workshops) are reported and discussed. (JN)

ED 250 164 SE 045 139

Abramowitz, Milton, Ed.; Stegun, Irene A., Ed.
Handbook of Mathematical Functions with Formulas, Graphs, and Mathematical Tables. National Bureau of Standards Applied Mathematics Series 55. Tenth Printing.
National Bureau of Standards (DOC), Washington, D.C.
PUB DATE- Dec 72
NOTE- 1,076p.
LANGUAGE- English
EDRS Price - MF08/PC44 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)
DESCRIPTORS- Engineering; *Functions (Mathematics); *Graphs; *Mathematical Formulas; *Mathematics; Sciences; *Tables (Data)
IDENTIFIERS- Properties (Mathematics)

Numerical tables of mathematical functions are in continual demand by scientists and engineers for preliminary surveys of problems before programming for computing machines. This handbook was designed to provide scientific investigators with a comprehensive and self-contained summary of the mathematical functions that arise in physical and engineering problems. The chapters contain numerical tables, graphs, polynomial or rational approximations for automatic computers, and statements of the principal mathematical properties of the tabulated functions. Many numerical examples are given to illustrate the use of the tables and also the computation of function values which lie outside their range. At the end of each chapter is a short list of references in which proofs of the properties may be found and the more important numerical tables. (MNS)

ED 250 165 SE 045 141

Frey, Karl

ED 250 178 SE 045 154

Dalbey, John; Linn, Marcia

Spider World: A Robot Language for Learning to Program. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

California Univ., Berkeley. Lawrence Hall of Science.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April, 1984).
GRANT- 400-83-0017
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Computer Graphics; *Computer Software; *Independent Study; Instructional Material Evaluation; Problem Solving; *Programing; *Skill Development; Student Behavior; Transfer of Training

Spider World is an interactive program designed to help individuals with no previous computer experience to learn the fundamentals of programming. The program emphasizes cognitive tasks which are central to programming and provides significant problem-solving opportunities. In Spider World, the user commands a hypothetical robot (called the "Spider") to create colored patterns on the computer display screen. This study: (1) assessed the effectiveness of Spider World in fostering autonomous learning among students; (2) determined if students acquired the ability to use three Spider World templates ("repeat...until," "define...end," and "if...go to") in a novel situation; and (3) compared the program's impact to two other instructional conditions (using Type Attack software and instruction in BASIC). Findings indicate that using Spider World to introduce programming results in student acquisition of templates which they can apply in related environments; in contrast, students receiving instruction in BASIC appear to have made fewer gains in these skills. In addition, students exhibited their autonomous learning behaviors when given the opportunity to use them in Spider World. (JN)

ED 250 192 SE 045 171

Moore, Jeffrey S.; Zanetti, Dorothy
Energy. A National Need, A National Challenge.
PUB DATE- 84
NOTE- 26p.
AVAILABLE FROM- The Core Teacher, c/o Dr. Gordon F. Vars (ed.), 316 White Hall, Kent State University, Kent, OH 44242 ($1.65).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary School Science; *Energy; *Energy Education; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Language Arts; *Research Reports; *Secondary School Science; *Student Projects; Student Research

Instructions for completing a student research project are provided. The project consists of selecting an energy-related topic, preparing notecards (which contain important information, quotations, and bibliographic information obtained from libraries and other sources), preparing an outline, writing a report (a term paper), and constructing a poster or model to accompany the report. In addition, comments on time factors, organization of information, preparing a rough draft of the report, taking notes, and preparing bibliography cards and a bibliography are provided. A checklist for preparing a term paper is also included. Project objectives include: (1) learning which sources of energy have become the most important and how they are used; (2) learning about the nature, potential, and development of alternative energy sources; (3) understanding why many energy sources are being depleted; (4) locating energy information in books, encyclopedias, audio-visual media, magazines, and periodicals; (5) reading and thinking critically in judging the usefulness of such information; (6) organizing information gathered from a variety of sources; and (7) accompanying the written report with a poster, model, experiment, or audio-visual aid that relates to the topic of the report. (JN)

ED 250 193 SE 045 172

Hernbrode, Bob

Kneese, Allen V.
Measuring the Benefits of Clean Air and Water.
Resources for the Future, Inc., Washington, D.C.
REPORT NO.- ISBN-0-915707-09-8
PUB DATE- 84
NOTE- 165p.
AVAILABLE FROM- Resources for the Future Customer Services, P.O. Box 4852, Baltimore, MD 21211 ($5.95 per copy, quantity price 20% off).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; *Air Pollution; Case Studies; *Cost Effectiveness; Ecology; *Economic Factors; Environmental Standards; Physical Environment; Public Health; Risk; Rural Environment; Urban Environment; *Water Pollution; *Water Quality
IDENTIFIERS- Acid Rain; *Benefits; Environmental Protection Agency; *Environmental Quality

This book examines the current state of the art regarding benefits assessment, including such tools as bidding games, surveys, property-value studies, wage differentials, risk reduction evaluation, and mortality and morbidity cost estimation. It is based on research, sponsored by the United States Environmental Protection Agency, related to the quantitative estimation of benefits derived from the maintenance or improvement of air and water quality. Part I is a presentation of basic concepts and methods which underlie the case studies in Parts II and III. Areas addressed include benefit-cost analysis (the technique of policy analysis that, under Executive Order 12291, must be applied to all major federal regulatory actions), the concept of economic benefits, links between actions affecting the environment and their effects on humans (and why an understanding of those links is important for benefits estimation), and problems of assigning economic values to cleaner air and water. Part II presents case studies dealing with urban air pollution. Part III presents case studies dealing with rural and regional air and water pollution and discusses benefit estimation related to acid rain, groundwater contamination, and visibility in national parks. Parts IV and V contain concluding remarks, and a bibliography and index. (JN)

ED 250 219 SO 015 858

Fuller, Bruce; and others
The Influence of School Quality on Economic Growth: An Historical Look at Mexico, 1880-1945.
PUB DATE- Jul 84
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association, History and Historiography Division (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Agriculture; Comparative Education; Developing Nations; *Economic Development; Educational Finance; Educational History; *Educational Quality; Educational Research; Elementary Secondary Education; Foreign Countries; Government School Relationship; Industry; Latin American History; Social Change
IDENTIFIERS- *Mexico

The level and character of school investment affected the national economic output in agriculture and industry in Mexico during two periods, 1880-1910 and 1920-1925. Prior to the 1910 revolution, the Mexican government encouraged urban-centered industrial development, and schools were mostly locally- controlled, urban institutions. In post-revolution Mexico (1920-1925) a rural-focused strategy of agricultural development that discouraged industrial investment was adopted, and the federal government took control of schools, giving top priority to rural areas. Federal statistics on schools and economic activity in these two eras were analyzed, using production-function and panel analysis models. The level of school investment prior to the revolution was found to be negatively associated with agricultural growth, perhaps because of the urban focus of schools during this time. After 1920, school investment--now focusing on rural development--had a positive influence on agricultural output. Conflicting positive and negative effects of literacy on industry were observed prior to 1910. After 1917, however, school investment and quality raised aggregate manufacturing output. (RM)

ED 250 220 SO 015 873

courses. Results of the BSRI showed changes in masculinity and feminity scores. Masculinity scores significantly decreased for men and increased for women who participated in women's studies classes, a change that represents decreasing sex-typing in both males and females. On the ATW Scale, attitudes toward women were liberal in both sexes (though more liberal in women) at pretesting and remained so. Structured interviews with male subjects were more sensitive than objective measures in revealing perceived changes in males. Results contribute to an understanding of attitude change as a function of exposure to information in an academic setting. (LH)

ED 250 234 SO 015 970

Clausen, A. W.
Population Growth and Economic and Social Development.
World Bank, Washington, D. C.
PUB DATE- 84
NOTE- 11p.; Address presented to the International Population Conference (Mexico City, Mexico, August 7, 1984). For a related document, see ED 247 181.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Rate; *Developing Nations; *Economic Development; Family Planning; Health Services; International Cooperation; *Overpopulation; *Population Growth; Population Trends; *Social Development; World Problems
IDENTIFIERS- Population Control; *World Bank

Because evidence is clear that in many developing countries development will be postponed indefinitely unless slower population growth can be achieved soon, the international community must work together in a renewed effort to slow population growth. Assistance can be accomplished in three ways: (1) encouraging dialog aimed at forging understanding of the causes and consequences of population trends and encouraging the design of policies addressed to population growth and development, (2) supporting the economic and social development efforts in different sectors, in particular those which stimulate a demand for smaller families, such as education for women and improved economic security for the poor; and (3) assisting in the extension and improvement of family planning and basic health services. The World Bank has committed some $500 million for population projects and over $100 million for

PUB DATE- 84
NOTE- 26p.; For instructor's manual, see SO 015 998. Photographs may not reproduce clearly.
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($15.00 for both student edition and instructor's manual; $4.50 for additional student copies; $135.00 for 30 student copies and instructor manual).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Responsibility; *Civil Liberties; Court Role; *Crime; Criminal Law; Discussion (Teaching Technique); Federal Government; Government Role; Instructional Materials; Juvenile Courts; Learning Activities; *Legal Education; Local Government; Secondary Education; Simulation; *Social Studies; State Government
IDENTIFIERS- *Criminal Justice System; *Law Related Education

Designed for students in grades 7-12, this social studies infusion unit examines individual rights and responsibilities in the context of the American criminal justice system and explores the balance between individual and group rights achieved at various levels of government. An introductory chapter establishes how crime control is constitutionally assigned to each branch of government. The three remaining chapters illustrate each branch in action. Students simulate the federal judiciary making decisions about the rights of the accused, a state assembly attempting legislative solutions to the crime problem, and a local bureaucracy allocating money to fund citizen crime control efforts. Each chapter includes an exercise to link classroom activities to the community. Major types of activities and teaching strategies include handling controversy, directed discussions, small group activities, brainstorming, simulations and role playing, and use of research experts. This illustrated student edition contains vocabulary lists, the text, discussion questions, and instructions for some activities. (LH)

ED 250 249 SO 015 998

Suter, Coral; Croddy, Marshall
The Crime Question: Rights and Responsibilities of Citizens. Instructor's Manual. Major Issues in American Government. Law in Social Studies Series.
Constitutional Rights Foundation, Los Angeles, Calif.

Education; Legal Problems; Lesson Plans; Public Schools; Role Playing; *School Law; Secondary Education; Simulation; *Student Rights; Units of Study

IDENTIFIERS- *Law Related Education

One of a series of secondary level teaching units presenting case studies with pro and con analyses of particular legal problems, the document presents a student's lesson plan, a teacher's lesson plan, and a lawyer's lesson plan for a unit on First Amendment rights of students. Designed to expose students to the 1975 Supreme Court ruling that students who have been deprived of their constitutional rights can sue for damages, the unit raises various legal questions surrounding the issue. Although similar in content, the student and teacher lesson plans are presented separately to facilitate independent or small group work by students. Activities and discussions center around a lawyer's visit to the classroom, analysis of a political cartoon, a case study ("Tinker versus Des Moines Independent School District"), a role simulation, and student readings. The lawyer's lesson plan presents a more thorough discussion of the case study, including thought-provoking questions and discussion concerning the resolution of disputes, hypothetical situations, and other court decisions and issues dealing with student rights. (LH)

ED 250 263 SO 016 039

Howard, Estelle; And Others

To Prosecute or Not? Enforcement of Federal Criminal Regulatory Statutes. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

Constitutional Rights Foundation, Los Angeles, Calif.

PUB DATE- 82

NOTE- 46p.; For similar lesson plans on different legal issues, see SO 016 038-046.

AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Case Studies; Conflict Resolution; Controversial Issues (Course Content); *Court Litigation; *Criminal Law; Discussion

Foyle, Harvey C.; Bailey, Gerald D.
Homework. Selected References.
PUB DATE- 16 Sep 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Drills (Practice); Elementary Secondary Education; *Home Study; *Homework; *Learning Activities; Learning Strategies; Lesson Plans; Parent Attitudes; *Parent Participation; Student Attitudes; Study Habits; Teacher Attitudes; Teaching Methods

This bibliography presents 187 citations on the topic of homework. Material was located in five general areas: (1) books; (2) viewpoint articles; (3) empirical research; (4) experimental research; and (5) various reviews of homework literature. The range of topics covered in the bibliography include such subjects as parental involvement in homework, differing opinions on the value of homework, the relationship between homework and academic achievement, and student, parent, and teacher feelings about homework. (JD)

ED 250 276 SP 025 304

Burke, Peter J.; And Others
Teacher Career Stages: Implications for Staff Development. Fastback 214.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-214-3
PUB DATE- 84
NOTE- 32p.; Publication of this fastback was sponsored by the Oklahoma State University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Development; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Job Satisfaction; Learning Processes; Teacher Characteristics; *Teaching (Occupation)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Futures (of Society); Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Testimony was presented by representatives of the St. Croix Valley Association of Teacher Educators (SVCATE) and the Minnesota Association of School Administrators (MASA). SCVATE recommendations are presented on the topics of teacher recruitment, preservice teacher education, inservice teacher education, and teacher retention. MASA testimony, delivered by John R. McClellan, involved suggested changes that would improve teacher preparation programs, including: (1) improving school district inservice education programs; (2) developing ways of attracting high quality teacher candidates; (3) devoting more time to the elements of instruction and their application in teacher training programs; (4) post-testing students at the completion of a given program; (5) modeling effective teaching methodologies; and (6) emphasizing and modeling higher level thinking skills and problem solving. (CB)

ED 250 291 SP 025 569

Wallace, Richard C., Jr.
Post Certification Development of Teachers and Administrators.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 4 Oct 84
NOTE- 27p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (Austin, TX, October 4-5, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Andragogy; Classroom Research; *Faculty Development; Higher Education; *Inservice Teacher Education; Learning Strategies; *Management Development; *Professional Continuing Education; *Program Design; *School Districts; Teacher

1984). Volume I.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 64p.; Appended material is in small print. For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Faculty Development; *Futures (of Society); Higher Education; *Inservice Teacher Education; Liberal Arts; *Preservice Teacher Education; *Teacher Education Programs; Teacher Selection; *Teaching (Occupation)
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Included are presentations on (or entitled): (1) teacher education programs (City University of New York); (2) staff development (Charlotte Frank); (3) teacher training and assessment (Mary E. Dilworth); (4) professional improvement (Doran Christensen); (5) "A Response to the Excellence Reports" (Robin Boucher); (6) teacher selection, training, and recognition (Leonard S. Blackman); (7) role of liberal arts in teacher education (Hugh G. Petrie); (8) restructuring of teacher education (Gregory R. Anrig); (9) "A Case Study for Quality Control" (Francis X. Sutman); and (10) "Teaching as a Performing Art" (Joe Hasenstab). Appended to Hasenstab's paper is a copy of the summer 1984 issue of The Performance Learning Systems Newsletter on staff development. (CB)

ED 250 306 SP 025 584

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume II.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 94p.; For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education;

Univ., Seattle. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- May 84
NOTE- 85p.
CONTRACT- N00014-80-C-0631; N00014-81-C-0616
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attention; *Cognitive Tests; *Computer Assisted Testing; *Futures (of Society); Learning Processes; Logical Thinking; Memory; *Microcomputers; Psychomotor Skills; Spatial Ability; Verbal Ability

If microcomputers are used as automated testing stations, for use in psychometric assessment, there are economic advantages. Discussion follows, however, on whether it is possible to improve the quality of cognitive assessment by extending the range of cognitive abilities to be assessed. Two types of extension are considered: modifying and expanding testing procedures for psychological functions that are components of conventional tests, and the extension of testing to psychological functions not generally assessed by conventional intelligence or aptitude tests. Computerized presentations will make relatively little difference in the current ways of testing verbal comprehension. Computer controlled testing could well extend the ways in which spatial-visual reasoning and memory are evaluated. The impact of testing on the evaluation of reasoning is unclear. Computer-controlled item presentation makes it possible to conceive of tests of learning and attention. The psychological nature of the abilities being assessed raises problems in assessment that are not addressed by the fact of computer-control. Some research questions are identified that ought to be explored before testing is extended into these fields. Computer-controlled evaluation could be extended to the assessment of criterion performance, either in the normal working situation or in a simulation of the workplace. While evaluation of this sort does raise social questions, it clearly presents an opportunity to obtain validation data for psychological assessment studies. (Author/BW)

ED 250 321 TM 840 503

High School Profiles, 1982-83.

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Researchers; Employed Women; *Ethnography; Experimenter Characteristics; *Females; Participant Observation; *Research Methodology; Women Faculty

The focus of this paper is on women with respect to three themes: the reasons why women are attracted to ethnographic research, the problems they may encounter in making this choice, and the prospects for women researchers to influence the future direction of educational research. Four interrelated psychological aspects seem to attract women to ethnographic research: its emphasis on a holistic perspective; the fact that an ethnographer must establish rapport with participants in the culture; the use of the self as a measuring device; and the dual goals of involvement and detachment. Despite these attractions, choosing to do ethnographic research can create problems for women, such as the stigma of doing "soft" research (non-quantitative, less rigorous) or the potential future perceptions of ethnography as a woman's (devalued) area. A final problem is the time demands involved in ethnography. Despite these problems, there are reasons why women should consider doing ethnographic research. It provides opportunities for developing new theoretical models and new research paradigms. (BW)

ED 250 335 TM 840 594

Hammes, Richard R.
Legal Implications of Competency Testing.
SPONS. AGENCY- Wisconsin Univ., Oshkosh.
PUB DATE- 83
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Court Litigation; Disabilities; Due Process; Educational Malpractice; *Graduation Requirements; High Schools; *Legal Problems; *Minimum Competency Testing; Occupational Tests; Racial Discrimination; State Action; State Standards; Test Validity

The purpose of this research paper is to identify and examine legal

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Attention; *Cognitive Processes; Electroencephalography; Models; Neurological Impairments; *Neurological Organization; Neurology; Performance Factors; Visual Perception
IDENTIFIERS- Brain; Chronometric Techniques; *Cognitive Component Analysis; Cognitive Research; *Neuropsychology

This paper reviews the aspects of cognitive science that relate best to using electrical and magnetic recording to understand the function of brain systems. It outlines a framework for relating cognitive activities of daily life (typing, reading) to underlying neural systems. The framework uses five levels of analysis: task, elementary operations, components facilitation and inhibition, neural systems, and cellular level. Evidence is outlined which supports the idea that component facilitations and inhibitions in performance can be systematically linked to the activity of neural populations. The evidence is in the area of spatial attention and uses results of normal and brain injured subjects as well as data from surface electroencephalography and recording of single cells during selective attention tasks. (Author)

ED 250 350 TM 840 658

Samejima, Fumiko
A General Model for the Homogeneous Case of the Continuous Response.
Tennessee Univ., Knoxville. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR/RR-83-3
PUB DATE- Dec 83
NOTE- 205p.
CONTRACT- N00014-81-C-0569
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Estimation (Mathematics); *Latent Trait Theory; *Mathematical Models; Probability; *Responses; *Test Format; Test Items

A general model for the homogeneous case of the continuous response is proposed. The model is an expansion and generalization of the one proposed by the author in 1974, in which the open response

1982-1983.
Maryland State Dept. of Education, Baltimore.
PUB DATE- 1 Jan 84
NOTE- 141p.; Prepared with the assistance of Westat, Inc. For related documents, see ED 233 081 and TM 840 672.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; *Basic Skills; Educational Legislation; Elementary Education; Elementary School Mathematics; Grade 3; Grade 5; Grade 8; Language Arts; Reading Comprehension; School Districts; Scores; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- California Achievement Tests; *Maryland Accountability Assessment Program

In this report, basic skills areas for three grade levels are covered, along with average grade equivalent scores on the California Achievement Tests for the 1982-83 school year. Included are reading comprehension, language, and mathematics scores for grades 3, 5, and 8. The major findings from analyses of the statewide result indicate that the participating Maryland pupils in the fall of 1982 scored higher than the 1976 national norm sample for these grades. In addition to detailed tables of the test results by school, district, and state, this report includes: (1) a definition of educational accountability and an introduction to the Maryland Educational Accountability Program; (2) the State Board of Education's Resolution on Assessment Program; and (3) a description of the assessment instruments used to measure academic achievement. (Author/BW)

ED 250 365 TM 840 675

Lord, Frederic M.
Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ETS-RR-84-30-ONR
PUB DATE- Aug 84
NOTE- 23p.
CONTRACT- N00014-83-C-0457

DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; Grade 3; Grade 5; Grade 9; Mathematics Achievement; *Mathematics Instruction; *Quantitative Tests; State Curriculum Guides; *State Programs; *Testing Programs
IDENTIFIERS- *Test Specifications; *Texas Assessment of Basic Skills

The mathematics learning objectives contained in this volume are congruent with the Texas "State Board of Education Rules for Curriculum" which outlines the rules Education Rules for Curriculum which outline the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These objectives and the measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Assessment of Basic Skills (TABS) tests. Beginning with the 1985-1986 school year, the TABS test will be based upon the objectives in this publication. For grades 3, 5, and 9, the general objectives are presented, followed by detailed objectives and measurement specifications. (Author/BW)

ED 250 380 TM 840 697

Reading Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. and Grade 9. Texas Assessment of Basic Skills.
Texas Education Agency, Austin. Div. of Educational Assessment.
PUB DATE- Aug 84
NOTE- 52p.; For Mathematics Objectives, see TM 840 696.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 201 E. Eleventh St., Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; Grade 3; Grade 5; Grade 9; Reading Achievement; *Reading Instruction; *Reading Tests; State Curriculum Guides; *State Programs; *Testing Programs
IDENTIFIERS- *Test Specifications; *Texas Assessment of Basic Skills

The reading learning objectives contained in this volume are congruent with the Texas "State Board of Education Rules for Curriculum" which outlines the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These

Evaluation; *Reliability; *Self Evaluation (Individuals)
IDENTIFIERS- *Anonymity of Respondents; *Leniency Response Bias

The present study was designed to answer four questions: (1) do anonymity and purpose affect the leniency of self ratings in general, (2) do these factors interact, (3) do self ratings approximate supervisor ratings under certain conditions, and (4) is self-assessment a useful method of determining training needs? Self-ratings and supervisory ratings were made for 206 employees who were in one of three job categories in the United States Marshals Service. Subjects were told that ratings were for one of three purposes: training needs assessment, research, or personnel administration. In addition, they were instructed either to sign or not to sign their names. The results indicated that the stated purpose for self ratings had a significant effect on self rating leniency, and anonymity had no effect on self rating leniency. (BW)

ED 250 395 TM 840 749

Scheuneman, Janice Dowd
The Female Voice in Measurement and Methodology.
PUB DATE- Apr 84
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Females; *Males; Measurement Techniques; Moral Issues; *Research Methodology; Statistics; Test Bias

In this paper, a parallel is drawn between the sex differences in moral reasoning suggested by Gilligan (1982) and a masculine and a feminine approach to measurement and statistics. A masculine approach could be seen to focus on the application of the rules of mathematics and statistics to measurement problems in ways which rational observers would agree are appropriate. The female approach would be to focus on the limitations of the rules and the context in which they are applied. Examples from the areas of test and items bias are provided. The conclusion is that both modes of thought are necessary for the performance of sound research. (Author)

NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; *Compensatory Education; *Disadvantaged; Elementary Secondary Education; Expenditures; *Federal Aid; Institutionalized Persons; *Participant Characteristics; *Program Effectiveness; Program Evaluation; School Districts
IDENTIFIERS- *Arkansas; *Education Consolidation Improvement Act Chapter 1

This report evaluates education programs within the jurisdiction of the Arkansas Board of Education which received funds under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) of 1981. In addition to fulfilling legal requirements, the report serves as a critique of the effectiveness of program management and leadership at local, State and Federal levels. Although there is some textual discussion, most of the information is contained within 31 statistical tables organized under four main headings: program description; program management; evidence of effectiveness of Chapter I programs; and neglected or delinquent and adult correctional institutions. Data are given on participants (by race and grade level), achievement gains, staff personnel, and distribution of expenditures. (KH)

ED 250 411 UD 023 862

Steinbrecher, Edwin E.; Neppl, Roger E.
Status of K-12 Public Education in Colorado, 1984.
Colorado State Dept. of Education, Denver.
PUB DATE- 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Academic Achievement; *Educational Finance; Educational Improvement; Educational Policy; Elementary Secondary Education; *Enrollment Trends; Public Schools; *School Demography; State Aid; State School District Relationship
IDENTIFIERS- *Colorado

This report presents a systematic analysis of State and national data to document the current status of education in Colorado and to

Schools; *State Standards; *Student Behavior; Student Rights
IDENTIFIERS- *Pennsylvania

This manual, an update of the 1979 publication, "Pennsylvania Guidelines for Student Discipline," is intended for use by Pennsylvania school districts as they review or revise their student discipline codes. It presents a structure for responses to student misconduct, which lists student misbehaviors by type and assigns appropriate disciplinary responses to each. Next, several discipline-related issues are reviewed, including suspensions, repeated infractions, dealing with criminal violations, expulsion, restriction on extracurricular activities, responsibility and discipline for students beyond compulsory school age, and consistency and fairness in discipline. Recommendations are given for appropriate responses to each of these issues. Finally, six appendices provide: (1) a summary of changes in Chapter 12, Students' Rights and Responsibilities, of the Pennsylvania State Board of Education Regulations; (2) the text of Chapter 12; (3) suggestions for developing a local student discipline and conduct code; (4) a discipline code checklist; (5) notes on establishing alternatives education programs; and (6) a planning inventory for alternative discipline programs. (KH)

ED 250 426 UD 023 889

Turning the Tide. Attendance: Policies and Guidelines.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 84
NOTE- 82p.; For related documents, see UD 023 888 and ED 238 572.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Attendance; *Board of Education Policy; Discipline Policy; Elementary Secondary Education; Guidelines; *Policy Formation; *School Attendance Legislation; School Policy; State Standards; Truancy
IDENTIFIERS- *Pennsylvania

This handbook details methods Pennsylvania school districts might adopt in order to meet State attendance regulations. Following a brief introduction, a list of general topic references in the law is given as an aid to awareness of the variety of issues addressed by statute and regulation. Next, guidelines are presented for

ED 250 438 UD 023 907

Frieberg, H. Jerome
A Case Study of School Climate Improvement at an Urban Junior High School.
PUB DATE- Apr 84
NOTE- 19p.; Paper presented at the annual meeting of the American Educational Research Association (New Orleans, LA, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Educational Improvement; Inservice Teacher Education; *Management Teams; *Morale; *Organizational Change; Principals; Program Development; Program Implementation; Teacher Student Relationship; Teacher Workshops; Urban Education
IDENTIFIERS- Retreats; Teacher Corps; Texas (Houston)

This paper uses the Organized Universe as a framework for describing a successful four-year program to improve the school climate at a junior high school in Houston. The program began in the Summer of 1978 and was part of a larger Teacher Corps project that included four urban inner city schools. The organizers of the project used a management approach to build school climate. Three vehicles for facilitating change were employed by the Management Team: off-campus graduate courses for teachers, school retreats, and school/classroom management programs. A total of 11 significant positive changes from 1980-81 and 1981-82 were recorded when compared to the 1979-80 data. This project is seen as illustrating both a facilitative approach toward school climate and a variety of opportunities to involve faculty and administration in the process. (RDN)

ED 250 439 UD 023 931

We Mutually Pledge: Proceedings of the Third National Hispanic

AVAILABLE FROM- Terrence Coburn, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, MI 48095 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Calculators; Computation; *Elementary School Mathematics; Elementary Secondary Education; Instructional Materials; *Learning Activities; *Mathematics Instruction; Problem Solving; *Resource Materials; Teaching Guides; *Teaching Methods

This monograph was designed primarily to develop awareness of the benefits of using calculators to teach mathematics in grades K-8 and to provide teachers with some specific teaching ideas. The first section, on the rationale for using calculators, presents position statements from various groups and answers some questions about the use of calculators. The second section provides a brief research summary. In the third section, an in-service model outlines activities to use with teachers. Strategies and activities for teachers to use, gleaned from a variety of sources, are included in the fourth section. Following this are suggestions for curriculum change, followed by resources. Finally, several readings for administrators are included. (MNS)

ED 250 151 SE 045 107

Shirley, Lawrence Hoyt
Teacher Participation in Mathematics Curriculum Development and Implementation in Three Northern States of Nigeria.
PUB DATE- Mar 84
NOTE- 387p.; Ph.D.Dissertation, Ahmadu Bello University. Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Curriculum Development; Doctoral Dissertations; Educational Research; Literature Reviews; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Teacher Attitudes; *Teacher Workshops
IDENTIFIERS- Mathematics Education Research; *Nigeria

This dissertation examined the effects of early participation of classroom teachers in the development of mathematics curricula, and familiarization of teachers with new mathematics curriculum on the

Research in Science Education in the Federal Republic of Germany.
PUB DATE- 12 Apr 84
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; Concept Formation; *Curriculum Development; Doctoral Dissertations; *Educational Assessment; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; National Surveys; Physics; *Research Methodology; *Research Reports; *Science Education
IDENTIFIERS- *Science Education Research; *West Germany

This document consists of two parts. Part I outlines the general characteristics of science education research in the Federal Republic of Germany (and other German-speaking countries, such as Austria, the German Democratic Republic, and Switzerland). In addition, comparisons are made between research in these countries and research in other countries (including Great Britain and the United States). Areas addressed include: (1) applied research methodology; (2) teacher orientation; (3) Piaget as a reference for curricula; (4) preinstructional concepts; (5) analysis of key concepts in chemistry and physics; and (6) other research areas. Part II describes the characteristics noted in part I for four fields. These fields are: (1) research-based curriculum development; (2) national surveys and assessement studies; (3) evaluation projects; and (4) new theoretical paradigms. (JN)

ED 250 166 SE 045 142

Schroeder, Thomas Leonard
An Assessment of Elementary School Students' Development and Application of Probability Concepts while Playing and Discussing Two Strategy Games on a Microcomputer.
PUB DATE- Jul 83
NOTE- 193p.; Ph.D. Dissertation, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Concept Formation; Educational Games; *Elementary

ED 250 179 SE 045 155

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement XVIII.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.

PUB DATE- Jul 84

NOTE- 216p.; For Supplement XVII, see ED 247 111.

GRANT- EPA-T-901366010

AVAILABLE FROM- EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription, $12.00, $4.00 ea.).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Environmental Education; Hazardous Materials; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements I-XVII. (JN)

ED 250 180 SE 045 157

Habitat Is Where It's At. A Coloring Book about Wildlife Habitat.
Defenders of Wildlife, Washington, DC.
PUB DATE- 81
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Animals; Ecology; Elementary Education; *Wildlife
IDENTIFIERS- *Coloring Books; *Habitats

This coloring book provides illustrations of 18 animals in their habitats. Animals presented include: beavers; bears; bats; housecats; elephants; moose; tigers; geese; chimpanzees; rabbits; butterflies; giraffes; fish; kangaroos; gnus; bugs and bees; and humans. Two additional illustrations are provided which show that the sun and air are part of a habitat and that there is room in a habitat for animals to run and carry on their life functions. (JN)

ED 250 194 SE 045 173

Lips, Hilary M.
Math/Science Self-Schemas and Curriculum Choices among University Women.
PUB DATE- 84
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; College Students; Educational Research; *Enrollment; *Females; *Higher Education; Mathematics Anxiety; *Mathematics Education; Mathematics Instruction; *Science Education; Science Instruction; *Self Concept; Sex Role; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research; Science Education Research

Four hundred forty six female university students who had completed at least five courses were tested for self-schemas in math/science ability. One hundred eighty-four of the women had taken or were taking more than the required one basic math or science course. It

Brannan, Richard; And Others
Problem Solving in Mathematics, Grade 4. Lane County Mathematics Project. With Teacher's Commentary and Answers.
Lane County Education Service District, Eygene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Office of Policy and Program Development.
REPORT NO.- ISBN-0-86651-181-4
PUB DATE- 83
NOTE- 385p.; For related documents, see SE 045 242-248. In-service audio cassette tapes, which provide indepth guidance on using the PSM grade-level books, are available for loan upon request.
AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($18.95, $120.00 for entire set; audio-cassette tapes no charge, on 2-week loan).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Division; *Elementary School Mathematics; Fractions; Geometry; Grade 4; Intermediate Grades; *Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Multiplication; *Problem Solving; Skill Development
IDENTIFIERS- Place Value (Mathematics); *Problem Solving in Mathematics Project

Problem Solving in Mathematics (PSM), a program of problem-solving lessons for grades 4-9, is designed to be integrated into the regular mathematics curriculum. Although the content objectives of the lessons are similar to those of most textbooks, PSM emphasizes problem-solving skills and a variety of instructional strategies which foster the development of such skills. These strategies include direct instruction, guided discovery, laboratory work, small-group discussions, nondirective instruction, and individual work. This PSM book for grade 4 has nine parts. The first part consists of activities related to five problem-solving skills. The next seven parts consist of activities related to: place value drill and practice; whole number drill and practice; multiplication and division concepts; fraction concepts; two-digit multiplication; geometry; and rectangles and division. The final part presents 21 challenge problems in which students select the problem-solving method to use. Each of these parts has an overview teacher commentary, which includes information on PSM philosophy and suggestions as to how the activities within the part should be used. In addition, each activity includes mathematics teaching objectives, problem-solving skills students might use, materials needed, comments and suggestions, and answers. Additional information on PSM philosophy and strategies is provided in an introduction. (JN)

Fien, John, Ed.; And Others
Research in Geographical Education--Volume 2. Papers Presented to the National Meeting of the Australian Geographical Research Association (2nd, Sydney, Australia, December 4-6, 1982).
Australian Geographical Educational Research Association, Brisbane.
REPORT NO.- ISBN-0-86856-600-4
PUB DATE- 83
NOTE- 278p.; For the proceedings of the 1980 national meeting, see ED 206 554.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Ability; Cognitive Development; Communication (Thought Transfer); Comparative Education; Computer Assisted Instruction; Curriculum Development; *Educational Research; Educational Resources; Elementary Secondary Education; *Geography Instruction; Map Skills; Methods Courses; Preservice Teacher Education; Slow Learners; Student Attitudes; Teaching Methods; Textbooks
IDENTIFIERS- *Australia; New Zealand

This publication contains 14 papers, most of which were written by instructors of higher education in Australia and Great Britain. Following an introduction, the first five papers are "The Development of Children's Map Ability" (Simon Catling), "Published Guidance to Pupils on Atlas Mapwork Skills" (Herbert Sandford), "Tactual Mapping and the Bold Atlas of Australia" (John Roberts), "Students' Ability to Transform Verbal and Visual Information" (Rod Gerber and Nea Stewart-Dore), "Children Talking to Learn," (Michael Williams). Using microcomputers in geography education is the subject of the sixth paper, "On Sitting Back and Letting It Happen: How to Be Unchained and Use Microcomputers in Geographical Education (Colin Davey). A case study in preservice teacher education is presented in paper number seven, "The Armidale Heritage Study: A Case Study in Applied Research in Pre-Service Teacher Education" (E.S. Elphick and Warren Halloway). The remaining papers are "Investigating the National Estate: Some Observations from an Implementation Study" (Colin Davey and Anthony Milne), and "Educational Materials and the Corporate Sector: Some Ideological Implications" (Jane Williamson), "Bias in Geography Textbooks" (John Fien), "Teaching Geography to Less-Able 11-14 Year Olds" (Graham Corney and Eleanor Rawling), "Attitudes and Approaches to Teaching Less Able Pupils in Year 8 Geography in Queensland" (John Fien, Rodney Gerber, and Peter Wilson), "Geography Methods Courses and Student Morale" (Anne Carter), and "Geography in the New Zealand Educational System and the Process of Curriculum Change" (Frances Slater). (LP)

health projects. The Bank begins by working with countries to identify objectives and requirements for various resources, then helping coordinate with other donors to meet a variety of needs--clinics and equipment, medicines and contraceptives, information and education, training and local recurring costs, technical and management assistance, and better ways to deliver health and family planning services. Although the Bank plans to at least double its population and related health lending over the next few years, the whole donor community must help by making a commitment to the slowing of population growth. (LH)

ED 250 235 SO 015 971

Mason, Mary, Comp.
Economics: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
REPORT NO.- ISBN-0-7717-0130-6
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Business; Developing Nations; *Economics; Economics Education; Higher Education; International Trade; Labor Economics; Monetary Systems; Resource Materials
IDENTIFIERS- *Economic Concepts; Economic Influences; Economic Theory; *Finance

Approximately 84 reference materials on economics located in the McLennan Library, McGill University (Montreal), are cited in this annotated bibliography. The bibliography serves to provide an overview of the printed bibliographic and reference sources useful for the study of economics. Financial and business sources and statistical compendia and reference tools with limited geographical and subject coverage have been omitted. Library of Congress call numbers are included; the majority of the publications were published in the last ten years. Listings are categorized according to type of material. Part I lists general reference tools. Part II lists statistical reference tools, including statistical handbooks, guides to statistical information, statistical compendia, and historical statistics. Part III lists bibliographic sources on economics in general, history of economic thought, econometrics and economic forecasting, international economic relations, economic development of developing countries, regional and urban economics,

PUB DATE- 84
NOTE- 83p.; For student edition, see SO 015 997.
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($15.00 for both student edition and instructor's manual; $4.50 for additional student copies; $135.00 for 30 student copies and instructor manual).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Responsibility; *Civil Liberties; Court Role; *Crime; Criminal Law; Discussion (Teaching Technique); Federal Government; Government Role; Instructional Materials; Juvenile Courts; Learning Activities; *Legal Education; Local Government; Secondary Education; Simulation; *Social Studies; State Government
IDENTIFIERS- *Criminal Justice System; *Law Related Education

Designed for teachers of students in grades 7-12, this social studies infusion unit examines individual rights and responsibilities in the context of the American criminal justice system and explores the balance between individual and group rights achieved at various levels of American government. An introductory chapter outlines the program and describes effective teaching strategies that stimulate active involvement of students: directed discussions; small group activities, brainstorming, simulation, and use of resource experts. Students simulate the federal judiciary making decisions about the rights of the accused, a state assembly attempting legislative solutions to the crime problem, and a local bureaucracy allocating money to fund citizen crime control efforts. An overview, rationale, objectives, preparation requirements, teaching strategies, and discussion questions are provided for each unit. Additional instructions, discussion guides, and answers to questions are interwoven with the complete student text. (LH)

ED 250 250 SO 016 003

1981 Alberta Social Studies Curriculum.
Alberta Dept. of Education, Edmonton.
PUB DATE- 81
NOTE- 158p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

(Teaching Technique); *Federal Legislation; Law Enforcement; Laws; Learning Activities; *Legal Education; Lesson Plans; Role Playing; Secondary Education; Simulation; Units of Study
IDENTIFIERS- *Law Related Education; Mock Trials

One of a series of secondary level teaching units presenting case studies with pro and con analyses of particular legal problems, the document consists of a student's lesson plan, a teacher's lesson plan, and a lawyer's lesson plan for a unit about the enforcement of federal criminal regulatory statutes. The lesson plan presents an analysis of the questions a prosecutor has to weigh when considering whether a crime has been committed, who is to be charged, what the charge will be, and how to proceed with the prosecution of the case. Although similar in content, student and teacher lesson plans are presented separately to facilitate independent or small group work by students and to provide teachers with additional background information. Following a lawyer's visit to the classroom, students examine several cases to determine when a "gift" is a bribe. Subsequent sections present criminal case studies and analysis of the questions a prosecutor might face. A "walk through" mock trial illustrates how plea bargaining sessions between the prosecutor and defense probably would be carried out. A glossary, a brief reading on court systems, and a simplified view of federal and California court structures are included. The lawyer's lesson plan presents a more thorough discussion of cases, including thought-provoking questions for students. (LH)

ED 250 264 SO 016 040

Howard, Estelle; And Others
Design for Life. Abortion. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 77
NOTE- 34p.; Document contains broken print that may not reproduce clearly. For similar lesson plans on different legal issues, see SO 016 038-046.
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For

Literature on adult life stages and career development is synthesized and placed within the perspective of a career cycle model for teachers as adult learners. The teacher career cycle is viewed as a progression affected by personal and environmental factors. The stages a teacher's career proceeds through (e.g., preservice, entry, growing, stable, exit) are described as not necessarily linear, but frequently cyclical. Scenarios are given of the cyclical development of four teachers, each of whom is required by circumstances to change or reverse directions to develop professionally. Implications for inservice education include: (1) Traditional inservice activities that emphasize improved teaching skills are appropriate at certain points in a teachers' career, particularly during skill-building periods; (2) The concept of staff development and professional growth should be broadened to include concern for personal needs and problems of teachers; (3) Organizational policies should provide support for teachers at various stages of the teacher career cycle; and (4) Approaches to staff development and professional growth should emphasize personalized, individualized support systems. (JD)

ED 250 277 SP 025 305

Seffrin, John R.; Torabi, Mohammad R.
Education in Healthy Lifestyles: Curriculum Implications. Fastback 216.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
SPONS. AGENCY- Phi Delta Kappa, Toledo, OH.
REPORT NO.- ISBN-0-87367-216-X
PUB DATE- 84
NOTE- 48p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accident Prevention; Disease Control; Drug Abuse; Exercise; *Health Education; *Life Style; Nutrition; Obesity; Physical Examinations; *Physical Health; *Quality of Life; Sleep; Smoking; Stress Variables; *Well Being

The nature of a healthy lifestyle and its significance to quality of life is examined. Following a discussion on what is involved in a healthy lifestyle, major health problems are described: (1) smoking; (2) alcohol and drug abuse; (3) sexually transmitted

Effectiveness
IDENTIFIERS- National Commission on Excellence in Teacher Educ

The continuing development of educational professionals (teachers and administrators) takes place in three types of institutions. Advanced degree programs offered in colleges and universities that lead to the master's and doctorate degrees are the mainstay of continuing development. Second in importance are the staff development programs sponsored by local education agencies and regional and state education agencies. Professional organizations also play an important role in the personal and professional development of teachers and administrators. This paper examines the role of local education agencies in inservice education and staff development. It includes a brief and selective review of the research on inservice education of teachers and administrators, and discusses the experience of the Pittsburgh, Pennsylvania, School District's research-based programs in staff development for teachers and administrators. (JD)

ED 250 292 SP 025 570

Griffin, Gary A.
Crossing the Bridge: The First Years of Teaching.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 21p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (Austin, TX, October 4-5, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Helping Relationship; *Informal Leadership; Inservice Teacher Education; *Peer Relationship; Teacher Administrator Relationship; Teacher Characteristics; *Teacher Orientation
IDENTIFIERS- National Commission on Excellence in Teacher Educ

The potentialities of the beginning teacher can best be realized by a high level of interaction and collaboration with experienced teachers and understanding administrators. When new teachers start their work, the procedural aspects should be minimized and the pedagogical responsibilities emphasized, with immediate support being provided from the best experienced teacher. Peer teachers

*Futures (of Society); Higher Education; *Preservice Teacher Education; *School Role; Secondary School Teachers; *Teacher Education Curriculum; *Teaching (Occupation); Teaching Experience; Technological Literacy
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Included are presentations on (or entitled): (1) restructuring the teacher education curriculum (Frank B. W. Hawkinshire); (2) teacher education reform (Carol Weinstein); (3) "Comments on Excellence in Teacher Education" (Maxine Greene); (4) teacher education in and for the future (Lenore H. Ringler); (5) teacher education and technology (Cecily Cannan Selby); (6) role of higher education institutions in teacher education (Jeanne Silver Frankl, with an appended paper on needs of intermediate, junior high, and high school teachers by Mary Ellen Fahs); (7) teacher training (Boston Public Schools); (8) "Redesigned Undergraduate Teacher Preparation Program at the University of Maine, Orono: The Clinical Segment" (Anne E. Pooler); and (9) "The Quest for Excellence in Education: The Responsibilities of Institutions of Higher Education" (Paul B. Warren). (CB)

ED 250 307 SP 025 585

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume III.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 77p.; For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Development; *Futures (of Society); Higher Education; Lifelong Learning; Preservice Teacher Education; School Organization; Schools of Education; *Teacher Education Programs; Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Included are presentations on (or entitled): (1) role of schools of education (Lia Gelb); (2) teacher education programs (Katherine Sid); (3) "Quality and Quality Control in the Teaching Profession"

Portland Public Schools, OR, Management Information Services.
PUB DATE- Oct 83
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attendance; Enrollment; *High Schools; *Institutional Characteristics; Minimum Competency Testing; Program Costs; School Buildings; *School Demography; School Districts; *School Statistics; *Student Characteristics; Student Educational Objectives; Test Results
IDENTIFIERS- *Portland School District OR

This report contains statistical data on all the high schools in the Portland Public School District to provide comparable background information. All data are for the 1982-83 school year unless otherwise noted. Most enrollment data is taken from the official October 1, 1982 enrollment count. Part I displays comparisons between the 10 schools on selected variables: enrollment; five year enrollment history; enrollment projections; enrollment capacity; minority enrollment; resident students at attendance area high schools; costs per pupil; full time employee funds; maintenance costs; assessed building and land values; 1983 graduates by race, ethnic group, and sex; post high school plans; early leaver rate; student suspensions; attendance; stability index/late enroller ratio; and average graduation standards progress (Portland Achievement Level Tests Results). Part II presents facility descriptions and comprehensive data by school on the same variables, plus data on Talented and Gifted Program enrollments and specific magnet programs. (BS)

ED 250 322 TM 840 508

McDaniel, Patrick
New Mexico High School Proficiency Examination/Diploma Endorsement District Report. 1983.
Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.
PUB DATE- 83
NOTE- 24p.; For a related document, see TM 840 641.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)

issues and implications of mandatory competency tests (MCT) for high school graduation. The major data source for this investigation was actual court cases and abstracts and interpretations of court cases. It is not the purpose of this paper to perform a general review of competency testing and articles written about it; but to confine the study to the legal aspects of the issue, staying as close as possible to actual case law and interpretations. This paper commences with a section reviewing the legal context in which education is practiced, delineating the right and responsibility of the state to educate and to evaluate student performance. Following that initial section, subsequent sections examine the following specific legal issues involved in the MCT movement: racial discrimination, timing, testing the handicapped, fairness of the test, educational malpractice, and the corrolary issue of employment testing. The final section of this paper draws conclusions concerning the legal implications of MCT as a requirement for the high school diploma. (BW)

ED 250 336 TM 840 597

DeVito, Anthony J.; And Others
The Measurement of Test Anxiety.
PUB DATE- Apr 83
NOTE- 38p.; Papers presented at a Symposium of the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; Higher Education; Psychological Testing; *Test Anxiety; Test Theory; *Test Use; Test Validity
IDENTIFIERS- Mooney Problem Check List; State Trait Anxiety Inventory (Spielberger); *Test Anxiety Inventory (Spielberger)

To assist the clinician or researcher in scale selection, four symposium papers discussed instruments available to measure test anxiety (TA), with special attention given to the newly-developed Test Anxiety Inventory (TAI). Following an integrative summary delivered by the chairperson (DeVito), the first paper (Conetta and Tryon) reviewed the two basic types of self-report TA instruments--those measuring global TA and those measuring specific aspects of TA separately--and reported their use in TA literature. The second paper (DeVito, Tryon, and Kane) provided additional

situation is dealt with. In this generalized model, the closed response situation is dealt with, and it includes the model for the open response situation as a special case. It also includes models for the open/closed and the closed/open response situations as two special cases. The distinction among the four response situations depends upon the probability assigned to each of the two extreme values of the continuous response, i.e., the probability zero corresponds to the word "open," and non-zero to "closed." Some examples are given. (Author)

ED 250 351 TM 840 659

Epstein, Joyce L.
Homework Practices, Achievements, and Behaviors of Elementary School Students.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 27p.
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Homework; Parent Attitudes; *Parent Participation; Parent Student Relationship; Student Attitudes; Student Behavior; Teacher Attitudes; Time on Task

Homework is one of the most important practices for establishing a successful academic environment. From the literature and an elementary school teacher survey, seven purposes of homework were identified: practice, participation, personal development, parent-child relations, policy, public relations, and punishment. Using data from elementary school teachers, principals, parents and students from a survey in 16 Maryland school districts (Becker and Epstein, 1982), this paper explores the correlates of homework activities and student behaviors in school. Six homework variables are correlated with reading and math achievements, homework performance, and classroom behavior: homework time, homework quality, student attitudes, teacher practices, parent abilities and resources, and other student and family factors. Results indicate that simple association of homework time and student achievement is not enough to understand when homework is important for effective

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; Comparative Analysis; *Estimation (Mathematics); *Latent Trait Theory; Mathematical Models; *Maximum Likelihood Statistics; Testing
IDENTIFIERS- *Ability Parameters; *Item Parameters

There are currently three main approaches to parameter estimation in item response theory (IRT): (1) joint maximum likelihood, exemplified by LOGIST, yielding maximum likelihood estimates; (2) marginal maximum likelihood, exemplified by BILOG, yielding maximum likelihood estimates of item parameters (ability parameters can be estimated subsequently, using Bayesian procedures); and (3) Bayesian approaches--parameter estimates are usually the mode or mean of the posterior distribution of the parameter estimated. Advantages and disadvantages of these three methods are discussed and compared. (Author/BW)

ED 250 366 TM 840 676

Troidl, Robert C.; DeGracie, James S.
The Mesa Unified School District Advanced Placement Program--Perspectives of Former Students. Research Report 52.
Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE- Sep 84
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advanced Placement; *Advanced Placement Programs; Course Evaluation; *Graduate Surveys; High Schools; *Program Evaluation; *Student Attitudes; Student Characteristics; Student Evaluation of Teacher Performance; Test Results
IDENTIFIERS- Advanced Placement Examinations (CEEB); Mail Surveys; *Mesa Public Schools AZ

Graduates of the Mesa Public Schools Advanced Placement (A/P) program were surveyed to determine: (1) their attitudes toward their experience in the program; (2) college credits received for their A/P classes; and (3) their suggestions for A/P program improvement. A/P courses, offered within the regular curriculum, have grown significantly since their introduction in 1977. One objectives and the measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Assessment of Basic Skills tests. Beginning with the 1985-1986 school year, the Texas Assessment of Basic Skills tests will be based upon the objectives in this publication. For grade 3, grade 5, and grade 9, the general objectives are presented, followed by detailed objectives and measurement specifications. (Author/BW)

ED 250 381 TM 840 731

Follettie, Joseph F.
Bar Graph-Using Operations and Response Time.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-67
PUB DATE- 3 Dec 80
NOTE- 31p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Difficulty Level; *Graphs; Intermediate Grades; *Reaction Time; Recall (Psychology); Responses; *Time Factors (Learning)
IDENTIFIERS- *Bar Graphs

Instructional time to high proficiency or response time to high proficiency performance can be viewed as linearly related to the effective complexity of the task/display combination which is the essence of instruction or of performance. This proposition is concretely illustrated for bar graph-using performance of 4th and 6th graders who under most conditions manifest quite accurate performance. Mean response time (T) is made a linear function of the measure of task/display effective complexity. A model is presented wherein this measure of complexity represents the sum of the weights of the parameters pertinent to three physical operations, one or more of which is pertinent to performing either of two information processing tasks with respect to either of two bar-graphic display forms. It is contended that effective complexity could be evaluated for any sufficiently analytic information display form using the approach sketched. It is noted

ED 250 396 TM 840 750

Purkey, William Watson; And Others
The Florida KEY: An Instrument to Infer Student Self-Concept as Learner in Grades One through Six. Manual.
PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Rating Scales; Elementary Education; Factor Structure; Scoring; Self Concept; *Self Concept Measures; Student Behavior; Test Interpretation; Test Items; *Test Manuals; Test Reliability; Test Validity
IDENTIFIERS- *Academic Self Concept; *Florida Key Scale

The purpose of the Florida KEY is to provide teachers with a single instrument to infer self-concept as learner of students in grades 1-6. The KEY identifies selected behaviors of students who seem to possess positive and realistic self-concepts in the area of school success. The KEY contains 23 interrogative items that describe student behavior in a classroom. Factor analyses have supported the original factor structure of relating, asserting, investing, and coping. Each teacher completes the Florida KEY in relation to each student. Each item of the KEY is rated in accordance with a 0-5 point scale. Low scores on any of the four factors may indicate students at risk who require the teacher's assistance. Validity, reliability, and factor structure studies of the KEY are described. (BW)

ED 250 397 TM 840 752

Tsutakawa, Robert K.
Improved Estimation Procedures for Item Response Functions. Final Report on Project NR150-464. Research Report 84-2.
Missouri Univ., Columbia. Dept. of Statistics.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Oct 84
NOTE- 23p.; For a related document, see ED 240 159.

chart the progress made in the State. It is designed to respond to citizen interest in Colorado K-12 education. Data, compiled from numerous department, Federal, and other State sources, are presented in four sections: (I) educational achievement; (II) demographic and educational profile; (III) financing K-12 public education in Colorado; and (IV) educational developments and issues. While the content of Sections I through III is largely statistical, Section IV describes the State's Operation Renaissance, the formation and recommendations of task forces on school improvement, legislative issues, and education priorities for 1984-85. A contact organization is listed with each illustration to assist those readers who desire additional information. (KH)

ED 250 412 UD 023 863

Perez, Bertha
Selecting Computer Software for Limited English Speakers.
Intercultural Development Research Association, San Antonio, Tex.
PUB DATE- Sep 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Curriculum Development; Educational Objectives; Elementary Secondary Education; *English (Second Language); Language Proficiency; *Limited English Speaking; *Research Utilization; Second Language Instruction; *Second Language Learning

This article reviews research and literature to identify the most appropriate and effective work on promoting the acquisition of English by limited-English-speaking students via the use of computers. Fields covered in the review are linguistics, culture, psycholinguistics, and sociolinguistics. First, studies on when a child best learns a second language are surveyed. Special attention is given to questions about which affective and motivation strategies yield the best student response, the cultural content of language programs, and the relationship of reading and writing skills. Next, literature on computer-assisted-instruction (CAI) is reviewed, and the conclusion reached that, although an inadequate amount of research has been done on the cognitive effects of developing school attendance policies and procedures. These components are proposed and detailed: excusals from public school attendance and out-of-school instruction; home-school communication; responsibility and procedures for attendance reporting; and corrective measures and penalties. Possible incentive practices are discussed, including rewards, closer home-school contact, improved in-school communication, community involvement, and realistic approaches to scheduling. Next, other institutional strategies for reducing absenteeism are outlined. These include early identification of attendance problems, after-school detention, academic punishment, strengthening school leadership and improving school climate, and inservice training. Alternative programs and in-school suspension programs are described, and a policy development checklist is presented. Also included are a bibliography and two appendices, which contain school code provisions and State board of education regulations controlling attendance. (KH)

ED 250 427 UD 023 892

Villegas, Ana; Villegas, Jose

Project MAS, 1982-1983. O.E.E. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- May 84

NOTE- 78p.; Published by the O.E.E. Bilingual Education Evaluation Unit.

GRANT- G00-820-2689

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Achievement Gains; *Bilingual Education Programs; Curriculum Development; Elementary Education; *English (Second Language); Junior High Schools; Mathematics; *Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Sciences; Spanish Speaking; Staff Development

IDENTIFIERS- New York (Bronx); *Project MAS NY

This multi-site instructional program, in its first year of a three-year funding cycle, provided instruction in English as a Second Language (ESL) and native language arts, as well as bilingual instruction in various content areas, to 400 Spanish speaking students of limited English proficiency in grades 3-8. The functional goal of Project MAS, which was conducted at three

Leadership Conference (Washington, DC, April 15-17, 1984).

National Council of La Raza, Washington, D.C.

PUB DATE- Apr 84

NOTE- 66p.; Partially sponsored by Avon Products, Inc. Appendix A not included.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTORS- Art; Business Responsibility; Economic Development; Elementary Secondary Education; Employment; Energy; Foreign Policy; Health; *Hispanic Americans; Housing; Humanities; Justice; Mass Media; *Political Issues; Political Power; Postsecondary Education; *Public Policy

These proceedings summarize the events and discussion which occurred during the Third National Hispanic Leadership Conference, and present the recommendations in 12 separate issue areas which were developed by working panels and adopted by the plenary body. The conference was attended by approximately 150 Hispanic leaders from throughout the United States and from many Hispanic subgroups. The attendees included leaders of Hispanic organizations, elected and appointed officials, corporate officials, and issue experts. Their purpose was to prepare and present to decision makers (particularly the major political parties and candidates) a common agenda for policy action. The conference was divided into twelve panels: (1) the political empowerment forum; (2) the economic development panel; (3) the administration of justice panel; (4) the energy panel; (5) the media panel; (6) the education panel; (7) the arts and humanities panel; (8) the corporate and philanthropic responsibility panel; (9) the foreign policy panel; (10) the employment panel; (11) the health panel; and (12) the housing panel. Following separate summaries and discussions of each panel, are the participants' policy recommendations on the respective set of issues. Also described are the conference's opening and closing plenary sessions and two special luncheons held with presidential candidates or their representatives. A conference program is appended. (Author/GC)

teachers' attitudes toward the introduction of new curricula and its implementation. Past curriculum development efforts and studies of the implementation process were reviewed, and problems of organizing workshops analyzed. Participating were mathematics teachers from teachers' colleges in three Nigerian states. A 50-item questionnaire was given to 96 teachers before and after they attended a workshop designed to familiarize them with the new curriculum and solicit their suggestions, and to 209 teachers who did not attend. The questionnaire measured attitude toward curriculum change, previous participation in curriculum development, and knowledge about the new curriculum. The workshop group showed significant gains for attitude toward curriculum change and knowledge of the new program, while the control group showed no significant change in knowledge and a significant decline in attitude. A third administration of the instrument showed slight, non-significant declines in attitude, knowledge, and participation scores of the workshop group. Few significant interrelationships were found between the main variables and teacher qualifications, experience, and nationality. Suggestions for future familiarization efforts are given. Appendices include the letter of request, a list of teachers' colleges, the questionnaire, and a workshop evaluation form and program. (MNS)

ED 250 152 SE 045 108

Introduction to Number Systems, Boolean Algebra, Logic Circuits. Navy Electricity and Electronics Training Series. Module 13.
Naval Education and Training Program Development Center, Pensacola, Fla.
REPORT NO.- NAVEDTRA-172-13-00-79
PUB DATE- 79
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Algebra; •College Mathematics; Higher Education; •Logic; •Mathematics; •Mathematics Instruction; •Number Systems; •Textbooks
IDENTIFIERS- •Boolean Algebra; Logic Circuits; Navy

This textbook is one of a series of publications designed to provide information needed by Navy personnel whose duties require an elementary and general knowledge of the fundamental concepts of number systems, logic circuits, and Boolean algebra. Topic 1,

School Mathematics; Intermediate Grades; *Learning Strategies; Mathematics Education; Mathematics Instruction; *Probability
IDENTIFIERS- *Computer Games; *Mathematics Education Research

This study investigated the effects of using two microcomputer games to help children in grades 4 to 6 develop and apply concepts of probability. To achieve the object of the games, a player should choose moves ("captures") so that the probability of recapture by an opponent is minimized. Questions addressed included whether students develop understanding of this application of probability concepts as a result of experience playing, whether they develop this understanding as a result of discussing the games with an adult, and whether transfer occurs from one game version to another. Data were collected from interviews conducted with the children as they played the games. Among the data analyses were measures of the children's use of four known strategies and measures of the congruence between their statements about their srategies and their actual play. Results indicate that some subjects had little difficulty applying probability concepts and explaining their strategies; others recognized that some positions changed hands more than others, but did not seem able to relate this to probability. Based on these and other results, it was concluded that the games are suitable activities and that discussion of them is valuable. (Author/JN)

ED 250 167 SE 045 143

Mohamed, Ibrahim Jeylani
Investigation of Problems of Implementing Curriculum in Primary Schools in Somalia. African Studies in Curriculum Development & Evaluation.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 83
NOTE- 34p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Developing Nations; *Educational Planning; Educational Research; Elementary Education; *Elementary School Mathematics; Inservice Teacher Education; Mathematics Achievement; *Mathematics Curriculum; Mathematics Instruction;

Hall, John H.

Long-Term Activities for Minority Institutions in Science and Technology Lake Arrowhead Conference (June 4-8, 1984).

Atlanta Univ. Center, Inc., GA.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 84
NOTE- 172p.
GRANT- ATM-3411624
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Black Colleges; College Science; *Cooperative Programs; Graduate Study; Higher Education; High Schools; Industry; *Minority Groups; *Program Development; Program Implementation; School Business Relationship; Science Careers; *Science Education; Sciences; Secondary School Science; *Technology; Undergraduate Study
IDENTIFIERS- National Science Foundation

This report, produced by acknowledged experts in scientific research and in science administration from both the minority and majority community, proposes mechanisms for the development of nationally competitive research efforts at historically black colleges and universities (HBCUs) and for establishing parity for blacks in science and technology careers. Following an executive summary, four separate papers are presented. These papers address issues related to and discuss plans for: (1) strengthening and expanding doctoral study and research programs in HBCUs; (2) strengthening and expanding undergraduate programs in HBCUs; (3) significantly increasing the number of high school students selecting careers in science and technology; and (4) expanding and establishing collaborative research programs between universities, industry, and national laboratories. Each includes a summary, introduction, programmatic thrust (goals), mechanisms for implementation, recommendations, and other information unique to the specific component addressed. Efforts in these areas are designed to increase the pool of minority scientists; improve the quality of faculty at all levels; improve facilities; and provide strategies to secure, as well as sustain, funding for these programs. (JN)

ED 250 181

SE 045 158

was found that 35.0% of the women in the sample could be classified as having a positive self-schema for math/science ability, while only 14.1% could be classified as having a negative self-schema for this ability. Women were more likely to be positive schematic for math/science ability if they had taken or were taking math or science courses. Both the finding of such a small proportion of women classified as negative schematic and the subjects' responses to open-ended questions about the reasons for their course choices suggest that many university women avoid math and science courses not because of a sense of inferiority with respect to their abilities in these areas, but simply because of a lack of interest. The problem of women's avoidance of math and science courses may well lie less with the women themselves than with the presentation of math and science to them. (Author)

ED 250 195 SE 045 174

School Mathematics: Options for the 1990s. Chairman's Report of a Conference (Madison, Wisconsin, December 5-8, 1983). Volume 1.
National Council of Teachers of Mathematics, Inc., Reston, Va.; Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 43p.; For conference proceedings, see SE 045 175.
CONTRACT- 400-83-0058
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Needs; Educational Planning; Educational Research; Educational Trends; Elementary Secondary Education; *Guidelines; Learning; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Mathematics Materials; Teacher Education
IDENTIFIERS- Mathematics Education Research

This chairman's report pertains to a conference on school mathematics which considered evidence on the need to improve school mathematics, develop recommendations about the nature of needed changes, and prepare strategies or next steps for accomplishing these changes. Ten recommendations were made. Three pertained to actions designed to assist in the development of critically needed new materials. Three concerned the quality of teachers and teaching. One addressed the need for model programs for teacher

ED 250 209 SE 045 242

Brannan, Richard; And Others
Problem Solving in Mathematics, Grade 5. Lane County Mathematics Project. With Teacher's Commentary and Answers.
Lane County Education Service District, Eygene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Office of Policy and Program Development.
REPORT NO.- ISBN-0-86651-182-2
PUB DATE- 83
NOTE- 263p.; For related documents, see SE 045 241-248. In-service audio cassette tapes, which provide indepth guidance on using the PSM grade-level books, are available for loan upon request.
AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($18.95, $120.00 for entire set; audio-cassette tapes no charge, on 2-week loan).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; Estimation (Mathematics); *Fractions; *Geometry; Grade 5; Intermediate Grades; *Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Probability; *Problem Solving; Skill Development; Whole Numbers
IDENTIFIERS- *Problem Solving in Mathematics Project; Word Problems (Mathematics)

Problem Solving in Mathematics (PSM), a program of problem-solving lessons for grades 4-9, is designed to be integrated into the regular mathematics program. Although the content objectives of the lessons are similar to those of most textbooks, PSM emphasizes problem-solving skills and a variety of instructional strategies which foster the development of such skills. These strategies include direct instruction, guided discovery, laboratory work, small-group discussions, nondirective instruction, and individual work. This PSM book for grade 5 has nine parts. The first part consists of activities which focus on five problem-solving skills. The next seven parts provide activities on: whole number drill and practice; story problems; fractions; geometry; decimals; probability; and estimation, using calculators). The final part presents 16 challenge problems in which students select the problem-solving method to use. Each of these parts has an overview teacher commentary, which includes information on PSM philosophy and suggestions as to how the activities within the section should

ED 250 221 SO 015 885

Schulz, Constance B.
Images of Women in American Stereographs, 1870-1920.
PUB DATE- Jun 84
NOTE- 39p.; Paper presented at the Berkshire Conference on the History of Women (6th, North Hampton, MA, June 1-3, 1984). Portions are in light type; Appendix contains photocopies of stereographs that have very poor reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- American Studies; Employed Women; *Females; Feminism; Humor; Marriage; Mothers; *Sex Stereotypes; Social Science Research
IDENTIFIERS- Nineteenth Century; *Stereographs; Stereoscopes; Twentieth Century; *Victorian Age

American stereographs of the late 19th and early 20th centuries are discussed in the context of the Victorian stylized stereotype of women which they so graphically capture. Stereograph cards and early motion pictures from the Library of Congress were the major sources studied. Stereograph cards were as ubiquitous in their time as television is today. The images popularized in stereograph cards, and later adopted by the more public medium of the movies, made possible the visual realization of America's most pervasive and enduring stereotypes. The Victorian views of women emphasized a stereotype of domesticity, passivity, moral superiority, sexual purity, and motherly sanctity and sacrifice. Underlying this stereotype, however, was another perception of women as subtly sexual, having a sensuous underside to their nature that they used in a calculated way to appeal to the baser instincts in men. Borrowing from both of these perceptions, the stereotype of women illustrated in the stereograph cards can be described as both that of "Virgin and Vamp." Specific examples are discussed, and reproductions of the slides originally shown with the paper are appended. (RM)

labor economics, finance and monetary theory, public finance, and dissertations and research. (LH)

ED 250 236 SO 015 972

Slavin, Suzy, Comp.
Caribbeana: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
REPORT NO.- ISBN-0-7717-0132-2
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographies; Biographies; Directories; Higher Education; Latin American History; Latin American Literature; *Resource Materials
IDENTIFIERS- *Caribbean; Caribbean History; *Caribbean Islands

Approximately 46 reference materials on the Caribbean located in the McClennan Library, McGill University (Montreal), are cited in this annotated bibliography. Although most materials deal exclusively with the Caribbean, a few titles cover Latin America in general. The relevance of these materials to the Caribbean has been emphasized. Materials dealing with specific countries of the Caribbean are not listed. Library of Congress call numbers are included; dates of publication range from 1936 to the present (1984). Listings are categorized according to type of material. Reference sources in Part I include biographical references, dictionaries, and handbooks. Bibliographies in part II (the major portion of the document), include a bibliography of bibliographies, current bibliographies, periodical indexes, and library catalogues. Subtopics within this section include general topics related to the Caribbean and the history and literature of the Caribbean. The document concludes with annotations of theses and dissertations related to the Caribbean. (LH)

ED 250 237 SO 015 973

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Course Content; Cross Cultural Studies; Cultural Influences; *Curriculum Development; Curriculum Guides; *Educational Objectives; Elementary Secondary Education; Geography Instruction; Global Approach; Human Resources; Natural Resources; Social History; Social Problems; *Social Studies
IDENTIFIERS- *Alberta; *Canadian Studies

Designed for teachers of students in grades 1-12, this document provides an overview of program content and objectives for the 1981 Alberta social studies curriculum. Minimum expectations regarding core and elective components, evaluation, and time allocations are briefly described and the status and availability of various learning resources are outlined. The remainder of the document describes in greater detail the core of the prescribed social studies curriculum. Arranged by grade level and presented in chart format, the curriculum is organized around three major components: topics, social issues and competing values, and objectives. Objectives are further subdivided into values objectives, knowledge objectives, and skill objectives. While topics might pertain to a time period, a geographic region, a culture, or a system of human organization in general, 60 percent of the total prescribed content is devoted to Canadian studies. Unit topics include the following: families (grade 1); planning neighborhoods and local communities (grade 2); lifestyles in other times and places (grade 3); Alberta's natural and human resources and links with the world (grade 4); the exploration, settlement, and development of Canada and relations with the United States (grade 5); meeting human needs (grade 6); people and their culture (grade 7); people and their institutions (grade 8); technology (grade 9); participatory citizenship (grade 10); and global issues (grades 11 and 12). (LH)

ED 250 251 SO 016 010

Sears, David O.; And Others
Schemas and Symbolic Politics: The Cases of Racial and Gender Equality.
PUB DATE- 1 Aug 84
NOTE- 73p.; Revision of paper presented at the Annual Carnegie Symposium on Cognition (19th, Pittsburgh, PA, May 18-20, 1984) and the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984) under the title, "Gender Differences in the Electorate: The Role of Values."
LANGUAGE- English

Learners) (051)
DESCRIPTORS- *Abortions; *Case Studies; Conflict Resolution; *Controversial Issues (Course Content); *Court Litigation; Discussion (Teaching Technique); Government Role; Learning Activities; *Legal Education; Legal Problems; Lesson Plans; Secondary Education; Units of Study
IDENTIFIERS- *Law Related Education; Roe v Wade

One of a series of secondary level teaching units presenting case studies with pro and con analyses of particular legal problems, the document consists of a student's lesson plan, a teacher's lesson plan, and a lawyer's lesson plan for a unit on abortion. The lessons are designed to expose students to the Supreme Court's decision concerning abortion in "Roe versus Wade" and to discuss briefly issues of spousal and parental consent addressed in the subsequent case of "Planned Parenthood of Missouri versus Danforth." Although similar in content, student and teacher lesson plans are presented separately to facilitate independent or small group work by students and to provide background information for teachers. Activities and discussion during a lawyer's visit to the classroom center on hypothetical case studies and actual court cases dealing with abortion issues. Students examine the rights of parties involved in abortion as well as the rights of the government. The teacher's lesson plan includes a glossary, information on court systems, and a simplified view of federal and California court structures. The lawyer's lesson plan provides further discussion of cases, including thought-provoking questions and questions concerning resolution of dispute and other court decisions and issues dealing with abortion. (LH)

ED 250 265 SO 016 041

Howard, Estelle; And Others
Keep Out - Danger! Use of Devices Which Can Cause Death or Serious Bodily Injury in Defense of Real and/or Personal Property. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 77
NOTE- 38p.; For similar lesson plans on different legal issues, see SO 016 038-046.
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English

diseases; (4) diet and obesity; (5) stress; and (6) inadequate sleep. Recommendations are made for developing a healthy lifestyle that will help to reduce substantially the risk of chronic disease and premature death. Suggestions are made for developing a healthy lifestyle curriculum for schools. References are included as well as sources offering curriculum materials on health education. (JD)

ED 250 278 SP 025 306

Cangelosi, James S.
Cooperation in the Classroom: Students and Teachers Together. Analysis and Action Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1690-4
PUB DATE- 84
NOTE- 66p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1690-4, $6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Standards; *Classroom Communication; *Classroom Techniques; *Discipline; Elementary Secondary Education; Positive Reinforcement; *Student Behavior; Student Motivation; Teacher Response; Teacher Responsibility; Teacher Role; *Teacher Student Relationship; Time on Task

Examples are given of classroom situations which pose challenges or problems for teachers. The reasons the problems arose are discussed, and alternative suggestions are made for handling them. Discussions include classroom interactions among teachers and students in these areas: (1) using students' time efficiently; (2) classroom arrangement and teacher mobility during class-time activities; (3) securing students' interest in problem-solving lessons and involving all students in the lessons; (4) establishing rules of conduct, clarifying the purposes of rules and communicating and enforcing rules; (5) avoiding miscommunication by maintaining teacher on-task behavior, holding student interest, sending clear messages, using supportive replies to students, and avoiding the labeling of students; and (6) dealing with off-task behavior. A bibliography of writings on classroom techniques is included. (JD)

should be selected because they can help the beginning teacher be effective, and peer teachers should be well trained for the job. Administrative support for the peer teacher-new teacher relationship is important. Knowledge bases used in working with beginning teachers should include what has been learned in research about effective instruction, schools, and classroom management. It is also important that the peer teacher transmit information to the new teacher about what practices will "work" in any given situation. A set of proposals is suggested for action by educators, policymakers, and researchers. (JD)

ED 250 293 SP 025 571

Robinson, Sharon B.
Toward a More Desirable Profession.
National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 21p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (Austin, TX, October 4-5, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Improvement; Family School Relationship; Higher Education; Principals; *Professional Autonomy; *Professional Recognition; Relevance (Education); *Teacher Education Programs; Teacher Evaluation; Teacher Salaries; *Teaching (Occupation)
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Reform of teacher education must be based on substantial emphasis on the liberal arts and major academic disciplines, and rigorous admission and graduation requirements. The professional curriculum must be relevant to the world of teaching and learning. Teachers are now being prepared for a world of professional practice that should not exist; teaching and learning conditions in the schools undermine the teaching profession and frustrate productivity and credibility. Five conditions require immediate consideration and action: (1) greater autonomy of local school faculty and decentralization of substantial authority to the persons close to the students; (2) a new model of the school as a clinic, (Hugh J. Scott); (4) "Educational Reform and Teacher Education" (Hugh G. Petrie); (5) teacher recruitment (Gladys M. Hannon); (6) school organizational structures (Robert A. Burnham); (7) teacher education as a life-long process (J. Lynn Griesemer); (8) improvement of teacher education (Robert F. Eagan) and (9) improvement of teacher education (Donna Chapin). (CB)

ED 250 308 SP 025 586

Schwartz, Henrietta
Recruitment, Selection, Retention and Graduation of Teacher Education Candidates.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 22 Oct 84
NOTE- 28p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (San Francisco, CA, October 22-23, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Admission Criteria; Career Ladders; Education Majors; Teacher Education Curriculum; *Teacher Education Programs; Teacher Employment; *Teacher Persistence; *Teacher Recruitment; Teacher Role; *Teacher Selection; Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- National Commission on Excellence in Teacher Educ

In considering the problem of recruiting and retaining the most able candidates for teaching, five dilemmas facing the profession are discussed. They are: Equity vs. Excellence; Egalitarianism vs. Differentiation; Teaching: Art or Science; the Curriculum--Standardization vs. Individualization; and The Focus of Instruction. The following problems and questions are examined: (1) Raising standards for entry into teaching and teacher preparation may exclude minorities, older adults, naturalized citizens and others whose skills and talents are useful. However, not raising standards will make it difficult for teaching and teacher education to achieve professional status in the professional and academic communities. (2) Reformers are calling for career ladders, and differentiated rewards as a teacher displays special skills, knowledge, and initiative. However, teachers tend to cling to the egalitarian tradition that one teacher's opinions and contributions

DESCRIPTORS- Academic Achievement; *Basic Skills; Educational Certificates; *Graduation Requirements; High Schools; *Minimum Competency Testing; School Districts; State Departments of Education; State Programs; *State Standards; Student Certification; Testing Programs; *Test Results
IDENTIFIERS- *Albuquerque Public Schools NM; *New Mexico High School Proficiency Examination

According to the New Mexico Basic Skills Plan, students' attainment of basic skills is assessed by the objective and writing appraisal portions of the New Mexico High School Proficiency Examination (NMHSPE). This report to the New Mexico State Department of Education compiles and analyzes data on diploma endorsements (gold seals) for 1983 graduates provided by each of the 14 diploma-granting high schools in the Albuquerque Public Schools. According to the data collected: (1) 4,679 eligible graduates (93.6 percent) passed the NMHSPE required portions and received diploma endorsements; (2) 319 eligible graduates (6.4 percent) did not receive diploma endorsements because they failed, or neglected to take, one or both required examination sections; (3) 75 eligible graduates (1.5 percent) failed the objective section; (4) 44 graduates (.9 percent) failed the writing appraisal section; (5) 213 eligible graduates neglected to take one or both exam sections; and (6) failure to take the examination was the most frequently cited reason for graduates' not receiving diploma endorsement. (BS)

ED 250 323 TM 840 509

Hamilton, W. D.; Owston, R. D.
The Chapel Island Education Evaluation Report. Mi'kmaway School. The Micmac Way.
Chapel Island Band Council, Cape Breton Island (Nova Scotia). Mi'kmawey School Board.
PUB DATE- 30 Jun 83
NOTE- 193p.; At head of cover title: "Ankamsi, Nenasi, Welite'lsi." This paper received the 1984 American Educational Research Association Division H award for Best Report of Instructional Evaluation. Small print in Appendices H and I.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *American Indian Education; *Canada Natives; Community Attitudes; Curriculum Evaluation; Educational Facilities; Elementary Education; Evaluation Methods;

validity data for the TAI. The TAI emotionality and worry scales were correlated with the Mooney Problem Check Lists (PCL) items using data from 525 college freshmen. PCL items significantly related to the TAI were considered with regard to the validity of the TAI and implications for the theory and understanding of TA. The third paper (Kane, DeVito, and Tryon) discussed the relationship of the TAI to the Survey of Study Habits and Attitudes and selected Strong-Campbell Interest Inventory scales. The final paper (Carlson and DeVito) reported a study of 273 freshmen on the equivalence of actual and recalled measures of test anxiety using the A-state scale of the State-Trait Anxiety Inventory. (Author/BS)

ED 250 337 TM 840 606

Rapaport, Ross J.
The Test Anxiety Scale: A Factor Analysis.
PUB DATE- 9 Aug 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; Factor Analysis; *Factor Structure; Higher Education; Oblique Rotation; Orthogonal Rotation; *Test Anxiety
IDENTIFIERS- *Test Anxiety Scale (Sarason)

This study examined the psychometric pro-properties of the Test Anxiety Scale (TAS). Exploring the factor structure of the TAS was a major focus. Two hundred introductory psychology students completed the TAS. Both orthogonal (varimax) and oblique (direct quartimon) rotations were used to rotate obtained two- and three-factor solutions. The final three factors, derived from an oblique rotation, were Emotionality, Cognitive Interference and Negative Test Taking Attitude. (Author)

ED 250 338 TM 840 611

Rowan, Murray; And Others

teaching and learning. It is not clear that increasing homework time improves or maintains the achievement, homework behaviors, or school attitudes of low achievers. (BS)

ED 250 352 TM 840 660

Ornstein, Peter A.; Naus, Mary J.
The Influence of the Knowledge Base on the Development of Mnemonic Strategies.
PUB DATE- Apr 84
NOTE- [illegible]; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Age Differences; *Cognitive Development; Cognitive Structures; *Developmental Stages; Knowledge Level; Learning Strategies; *Memory; *Mnemonics; Performance Factors; *Prior Learning; *Recall (Psychology); Stimulus Generalization; Transfer of Training
IDENTIFIERS- Organizing Strategies; Rehearsal Strategies

A dominant theme in cognitive psychology is that prior knowledge in long-term memory has a strong influence on an individual's cognitive processing. Citing numerous memory studies with children, knowledge base effects are presented as part of a broader picture of memory development. Using the sort/recall procedure (asking subjects to group sets of items prior to recall), instructions provided have dramatic effects on the sorting style and recall performance of younger children. With highly salient stimulus materials (categorically related items) and remembering based instructions, third graders form meaningful groups and transfer the organizational strategy to unstructured materials. Rehearsal strategies of third graders also vary as a function of stimulus properties. The data suggest that with developmental advances in component cognitive skills, applying mnemonic strategies requires less effort and becomes increasingly routinized. Complete understanding of memory development requires a longitudinal analysis of children at all stages of mnemonic competence, rather than traditional cross-sectional research designs focusing on particular mnemonic skills. (BS) hundred and eighty-two of 579 former A/P students responded to a mailed questionnaire in January 1984. Over 80 percent of the respondents felt the A/P classes helped prepare them for college work, were a valuable experience, and were more interesting and challenging than other classes. Most felt more A/P classes should have been offered (especially computer science and computer classes), and they should have taken more. Sixty percent received no college credit for their A/P classes. Twenty-three percent received between four and ten hours of semester credit. Many students felt unprepared for the College Board A/P tests. Students expressed concern about the accuracy and availability of information about the A/P program. They also felt an A/P class should not be dropped for lack of students. The survey used is appended. (BS)

ED 250 367 TM 840 677

Gibbons, Michael
Motivational and Self-Imagery Development Component, Elementary Counseling Project: Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Counselor Performance; Elementary Education; Inservice Education; *Program Evaluation; *Reading Achievement; School Districts; Student Behavior; Student Characteristics
IDENTIFIERS- *Columbus Public Schools OH; Ohio Disadvantaged Pupil Program Fund

The goal of the Elementary Counseling Project is to assist pupils to function more effectively socially, academically, and personally in their social environment. Specifically, the project seeks to improve the level of reading achievement as well as the personal and social behavior of selected pupils in the school setting. During the 1983-84 school year, 13 counselors carried out a variety of activities in 14 Chapter 1 eligible schools. The program was evaluated in terms of four specific objectives: (1) pupils who receive treatment will demonstrate a significant increase in reading achievement; (2) pupils who receive treatment will demonstrate improvement in classroom behavior; (3) a range of counseling services will be provided for pupils and the school that in any such analysis the measure of complexity remains a postulation until empirically verified using suitable new data. (Author/BW)

ED 250 382 TM 840 732

Schmalz, Steve W.; Cartledge, Carolyn M.
A Bayesian Model for Determining Levels of Student Mastery.
PUB DATE- 82
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; *Classroom Techniques; *Mastery Tests; *Mathematical Models; Probability; *Statistical Distributions
IDENTIFIERS- *Bernoulli Theorem

During the last decade the use of Bayesian statistical method has become quite prevalent in the educational community. Yet, like most statistical techniques, little has been written concerning the application of these methods to the classroom setting. The purpose of this paper is to help correct such a deficiency in the literature by developing a statistical model using Bayesian concepts which will be of practical use in the classroom. Specifically, the authors develop and discuss a method for using the Bernoulli process in determining the probability of a student reaching a certain level of mastery in a given subject area in which the predetermined prior probabilities and the resultant posterior probabilities are expressions of the probability of a student attaining some level of mastery. Operationally each level of mastery is interpreted as a probability that a student will answer any given question from that topic correctly. (Author)

ED 250 383 TM 840 733

Hill, Timothy D.; Jackson, Douglas N.
Brief Form of the Multidimensional Aptitude Battery (MAB).

CONTRACT- N00014-81-K-0265
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability; *Bayesian Statistics; *Estimation (Mathematics); Item Sampling; *Latent Trait Theory; Mathematical Models; *Maximum Likelihood Statistics; Predictive Measurement; Psychological Testing; Psychometrics
IDENTIFIERS- EM Algorithm

This report describes new statistical procedures for item response analysis using estimation of item response curves used in mental testing with ability parameters treated as a random sample. Modern computer technology and the EM algorithm make this solution possible. The research focused on the theoretical formulation and solution of maximum likelihood and Bayesian estimations of item parameters. Algorithms were developed and numerically illustrated for the one and two parameter logistic models. Results are comparable to conventional methods treating ability parameters as fixed. These new methods produce estimates when they do not exist under older methods. The Bayesian approach yields an approximation to the posterior covariance matrix, which can be used to make probabilistic statements about the uncertainty of the estimated parameters. User oriented computer packages need to be prepared before widespread application of these methods can be made. (Author/BS)

ED 250 398 TM 840 753

Aftanas, Marion S.
Measurement Scales and Standard Systems in Psychology.
PUB DATE- Aug 84
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Measurement; *Measurement Techniques; *Measures (Individuals); Psychological Studies; Psychometrics; *Scaling; *Test Theory

Most discussions of measurement theory are focused on "scales" of measurement, but it is not clear whether reference is made to the computer use, there is promising evidence that academic achievement can be improved. Finally, implications for the development of English as a Second Language/CAI software are considered. Multiple criteria are presented, including primary goals (such as communicative competence and functional literacy) and the need for integrating the effective, cognitive, and psychomotor aspects of learning. (KH)

ED 250 413 UD 023 864

Excellence in the Making: A Preliminary Report.
Illinois State Commission on the Improvement of Elementary and Secondary Education, Springfield.
PUB DATE- Aug 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Administrator Qualifications; Board of Education Policy; *Educational Improvement; Educational Quality; Elementary Secondary Education; *Organizational Development; School Districts; *Staff Development; *State Action; *Teacher Qualifications
IDENTIFIERS- *Illinois

This is the report of a commission of 20 Illinois citizens charged with identifying the principal problems in the State's elementary and secondary schools and recommending actions for improving the State's educational program. Three principal areas are addressed: (1) instructional standards and pupil performance; (2) personnel (especially teachers and school-level administrators); and (3) organization and administration at the State and local school district level. For each of these areas, specific problems are outlined and recommendations for State or local action are delineated. Appended are the Senate Resolution creating the Commission which produced this report, a roster of Commission members, a schedule of the Commission's public hearings, and a list of presenters at these hearings. (GC)

elementary and one intermediate schools in the Bronx (New York), was to expedite students' acquisition of English language skills through specialized instruction in mathematics and science. Although the administrators of the four schools involved differed in their views of and approach to bilingual education, the program's director described its philosophy as developmental, one that promotes growth in both languages. Title VII funds supported all administrative and support staff, in addition to five paraprofessionals. Instructional services were provided by tax levy and Title I personnel. Curriculum development efforts were geared to the sciences and instructional materials were developed for physics, biology, geology, and chemistry. In addition, the program provided staff development and parent involvement activities. Quantitative analysis of student achievement indicated that (1) students at most grade levels performed well and made significant gains in English and Spanish reading; and (2) in mathematics, a mixed pattern of gains and losses was evident. Recommendations for future program effectiveness focus on meetings among site principals regarding the goals of bilingual education and the program philosophy, filling the position of science resource teacher, concentrating staff development activities on techniques for teaching language through mathematics and science, and providing more paraprofessional training activities that address the intermediate grade level. (GC)

ED 250 428 UD 023 893

Clesca, Monique; Schulman, Robert
Project L'Ouverture, 1982-1983. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- May 84
NOTE- 58p.; Published by the O.E.E. Bilingual Education Evaluation Unit. For related document, see ED 238 987.
GRANT- G00-800-6906
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Basic Skills; *Bilingual Education Programs; *Career Awareness; Cultural Awareness; English (Second Language); French; Haitian Creole; *Haitians; High Schools; Immigrants; Limited English Speaking; Parent Participation; Self Concept; Staff Development; Student Attitudes; *Transitional

Number Systems, describes the radix; the positional notation; the decimal, binary, octal, and hexadecimal number systems; and the conversion techniques needed to convert from one system to another. Topic 2, Boolean Algebra, includes rules, laws, mechanization, and simplification techniques. Topic 3, Logic Circuits, includes logic computation; logic polarity; and the six basic logic circuits of AND, OR, NOT, NAND, NOR, and Exclusive OR. A glossary of terms is included. (MNS)

ED 250 153 SE 045 109

Monroe, Martha C.

Bridging the Gap between the Natural and the Built Environments with Nature Center Programs.

Jackson Community Coll., MI. Dahlem Environmental Education Center.

PUB DATE- 84

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Education; *Elementary School Science; *Environmental Education; *Field Trips; Interdisciplinary Approach; Material Development; *Nature Centers; *Program Development; *Program Evaluation; Science Education

IDENTIFIERS- *Dahlem Environmental Education Center MI

The Dahlem Environmental Education Center (Jackson, Michigan) has developed 14 environmental education field trip programs for students in preschool through fifth grades. These sequential, grade-specific programs help make the environment relevant to students by addressing human impact in the natural world and ecological principles at work in urban environments. The latter is accomplished primarily through teacher packets of pre- and post-trip activity ideas and information. Although the program addresses the science curriculum at each grade level, the interdisciplinary nature of the program allows for the enhancement of other subject areas. These features encourage teachers to bring groups to the Center year after year and to extend the program to their classroom with the pre- and post-trip activities. A scope and sequence chart illustrating the cognitive, affective, and skills objectives for the 14 units and a table listing the science objectives and sample bridging concepts for the various grade levels are included. Results obtained from pre- and post-tests administered to students in nine classrooms participating in two

Primary Education; Student Attitudes; *Teacher Education; *Teacher Qualifications
IDENTIFIERS- *Mathematics Education Research; *Somalia

The aim of this study was to investigate the implementation of modern mathematics in the primary schools of Somalia. In particular, three concerns were addressed: (1) teachers' confidence and ability in teaching mathematics; (2) students' interest in mathematics; and (3) students' examination performance in mathematics. Subjects were 30 teachers and 150 pupils in Primary One (age 8) in four schools in Mogadishu and Afgoye. Observations, teachers' notes, interviews, questionnaires (for teachers), and tests (for students) were used. The results are reported in terms of: (1) class size (only 10 percent of the classes had an enrollment of less than 50); (2) teachers' qualifications (only two-thirds had attended the in-service course in mathematics) and achievement of students and teachers (poor); (3) lesson preparation; (4) classroom evaluation; and (5) confidence and ability of teachers. Recommendations suggest that a training course needs to be carefully planned, and some basic characteristics are listed. Appended are the instruments used in the study. (MNS)

ED 250 168 SE 045 144

Jama, Mohamed A. F.
Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 83
NOTE- 66p.; Several pages consist of light type. Requirement for the Postgraduate Diploma in Curriculum Development, University of Nairobi.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Planning; Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematics Curriculum; Mathematics Instruction; *Preservice Teacher Education; *Teacher Education; *Teacher Qualifications
IDENTIFIERS- Mathematics Education Research; *Somalia

Integrated Science Education Worldwide. International Conference
(Nijmegen, Netherlands, March 28-April 7, 1978).
International Council of Associations for Science Education.
PUB DATE- Oct 78
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Educational Objectives; *Educational Trends; Elementary Secondary Education; Environmental Education; Higher Education; *Integrated Curriculum; *Science Curriculum; *Science Education; Science Education History; Science Instruction; *Teacher Education; Teaching Methods; Unified Studies Curriculum

This document contains the full texts of plenary lectures presented at a conference which focused on developments in integrated science education (ISE), between 1968 and 1978, and on issues and new trends in science education in the 1980s and 1990s. These lectures include: (1) "Interaction of Science and Society" (J. C. Terlouw); (2) "A Review of Integrated Science Education Worldwide" (Sheila Haggis and Philip Adey); (3) "The Case for Teaching Science as a Unity" (Victor Showalter); (4) "Reflections on the Implementation of Integrated Science Teaching" (F. James Rutherford); (5) "Environment as an Integrating Factor in Science Education" (Rais Ahmed); (6) "Where Have We Got To? Where Are We Going?" (Judith Reay); and (7) "Where Have We Got To And Where Are We Going?" (Charles Taylor). Also included are summaries of 10 conference working groups. These groups concentrated on: the aims and objectives of ISE; design and content of ISE courses; education of teachers for integrated science; strategies and implementation of ISE; evaluation of ISE; resources for ISE; integrated science and environmental education, nutrition, health, and technical education; relationship of ISE to other subjects in the curriculum; national and international problems in disseminating and implementing ISE; and science and society. (JN)

ED 250 182 SE 045 159

Environmental Fact Seeker's Guide for Students & Teachers in Alberta.
Revised Edition.
Alberta Environment, Edmonton. Environmental Education Resources Branch.

education, and one concerned the role of research. Finally, two recommendations concerned the need for leadership at all levels. Each recommendation is discussed in detail. (MNS)

ED 250 196 SE 045 175

Romberg, Thomas A., Ed.; Stewart, Deborah M., Ed.
School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .
National Council of Teachers of Mathematics, Inc., Reston, Va.; Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 194p.; For chairman's report, see SE 045 174.
CONTRACT- 400-83-0058
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Conference Papers; *Educational Change; *Educational Improvement; Educational Needs; Educational Planning; Educational Research; Educational Trends; Elementary Secondary Education; Learning; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Research Utilization; Teaching Methods
IDENTIFIERS- *Mathematics Education Research

Papers presented for a conference on school mathematics are compiled in this document. The purpose of the conference was: (1) to identify new goals and needed change for school mathematics; and (2) to recommend strategies or describe scenarios whereby these goals and changes can be realized. The document summarizes the deliberations in 20 papers plus discussion and summary reports. Following a background paper by Romberg, the status of mathematics instruction was discussed by Senese, Willoughby, Pollak, and Romberg. The mathematics curriculum was then explored, with the focus on new goals by Pollak, computers by Braun, statistics by Hunter, and needed changes by Usiskin. In the third section, focusing on learning and teaching, research on learning was described by Siegler and on teaching by Peterson. In the same section, Case discussed implications of cognitive science, Carpenter explored learning as a critical variable in curriculum reform, and Lappan discussed implications of research to mathematics teachers. Work group reports were then summarized, followed by papers on policy implications and impediments. Williams be used. In addition, each activity includes mathematics teaching objectives, problem-solving skills students might use, materials needed, comments and suggestions, and answers. Information on PSM philosophy and strategies is provided in an introduction. (JN)

ED 250 210 SE 045 243

Brannan, Richard; And Others
Problem Solving in Mathematics, Grade 6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
Lane County Education Service District, Eygene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Office of Policy and Program Development.
REPORT NO.- ISBN-0-86651-183-0
PUB DATE- 83
NOTE- 242p.; For related documents, see SE 045 241-248. In-service audio cassette tapes, which provide indepth guidance on using the PSM grade-level books, are available for loan upon request.
AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($18.95, $120.00 for entire set; audio-cassette tapes no charge, on 2-week loan).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decimal Fractions; *Elementary School Mathematics; *Fractions; Geometry; Grade 6; Intermediate Grades; *Learning Activities; Mathematics Education; *Mathematics Instruction; Probability; *Problem Solving; Skill Development; Whole Numbers
IDENTIFIERS- Place Value (Mathematics); *Problem Solving in Mathematics Project; Word Problems (Mathematics)

Problem Solving in Mathematics (PSM), a program of problem-solving lessons for grades 4-9, is designed to be integrated into the regular mathematics curriculum. Although the content objectives of the lessons are similar to those of most textbooks, PSM emphasizes problem-solving skills and a variety of instructional strategies which foster the development of such skills. These strategies include direct instruction, guided discovery, laboratory work, small-group discussions, nondirective instruction, and individual work. This PSM book for grade 6 has eight parts: (1) activities focusing on five basic problem-solving skills; (2) drill and practice activities for place value, whole number, fraction, and decimal skills; (3) story problem activities; (4) fractions

ED 250 222 SO 015 914

International Congress on the Occasion of the Thirtieth Anniversary of the Associated Schools Project. (Sofia, Bulgaria, September 12-16, 1983). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ED/MD-76
PUB DATE- Jun 84
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Comparative Education; Educational Improvement; Elementary Secondary Education; Foreign Countries; Intercultural Communication; *International Educational Exchange; *International Programs; Postsecondary Education
IDENTIFIERS- *Associated Schools Project; United Nations

This report of the Proceedings of an international congress to mark the 30th anniversary of the Associated Schools Project of UNESCO is divided into seven sections. Section I, an introduction, outlines the background of the congress and initial proceedings: the opening address, election of officers, presentation of the program and rules of procedure, appointment of Commission officers, and inaugural ceremony. Section II summarizes five papers that described the activities of the Associated Schools Project in Belgium, Japan, Zambia, Hungary, and Costa Rica. Section III outlines the role of the Associated Schools Project in implementing the 1974 recommendations concerning education for international understanding, cooperation and peace, and peace and education relating to human rights and fundamental freedoms. A round table discussion on the Interregional Experimental Project on the Study of Contemporary World Problems is summarized in section IV. Section V outlines conference discussion of a five-year strategy (1984-89) to further develop the Associated Schools Project. Section VI makes a brief statement about field visits conducted to associated schools in Bulgaria and section VII discusses the choice of an Associated Schools Project emblem. Appendices contain a list of conference attendees, texts of two addresses, recommendations adopted by the conference, reports of the regional working groups, and the emblem of the Associated School Project. (LP)

ED 250 223 SO 015 922

Petzold, Matthias
Developmental Psychology and the Third World--Some Preliminary Considerations
PUB DATE- Aug 83
NOTE- 9p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (7th, Munich, West Germany, July 31-August 4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Developed Nations; *Developing Nations; *Developmental Psychology; Ethnocentrism; Industrialization; Modernization; *Psychologists; Research Needs; *Social Psychology
IDENTIFIERS- Westernization

When viewing the current status of psychology in terms of membership in international psychological associations, it appears that large parts of the world are grossly underrepresented, with only 4 psychologists per million in Asia and Africa compared to 424 per million in North America. Having originated in Western Europe and North America in the second half of the 19th century, psychology has been linked to the problems of Western industrialization and has spread with colonization. Seen not only as an ideological export to the Third World, psychology has been criticized for its use as a social instrument intended to focus on and preserve the status of the elite. The lack of a comparatively large number of new results from the research of colleagues in developing countries has led Western psychologists to pay little attention to their work. Western psychologists have been criticized for psychological generalizations that have neither cross-cultural or cross-social validity. In order to overcome this ethnocentrism, psychologists need to (1) take a closer look at the indigenous research of Third World psychologists, (2) develop advice in terms of social psychology and applied developmental psychology for dealing with Third World population problems, (3) develop research on psycho-cultural shock resulting from the disintegration of traditional social structures increasingly faced by developing countries, and (4) develop indigenous techniques and procedures for overcoming the psychological effects of massive modernization on developing nations. (LH)

ED 250 238 SO 015 975

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Science Research; Females; Males; Models; *Political Attitudes; *Political Influences; Politics; Public Opinion; Racial Factors; *Schemata (Cognition); Sex Differences; Sex Fairness; Social Science Research; Symbolism

A simple symbolic politics model of public opinion is contrasted with a modified version that invokes cognitive organization and affective responses. Evidence is presented from a survey of 314 respondents from the 1982 National Election Study. Responses were obtained to symbols of political equality at different levels of abstraction (general, political, gender, and racial equality) and their effects on policy preferences were analyzed. There was considerable support for the simple symbolic politics approach in that affective responses to equality and other political symbols predicted preferences on women's issues, racial issues, government spending, and support for President Reagan. High levels of consistency existed between attitudes toward objects with similar manifest symbolism, and low levels existed when the objects had very dissimilar symbolism and no plausible schema connected them. The more politically informed were more likely to relate abstract political orientations to policy preferences with different manifest political symbolism when a plausible schema linked the two. Women applied notions of gender equality to political issues more widely than did men. It is suggested that schema use is enhanced by exposure to political information, and that schemas differ in their "basic" level of abstraction. (LH/Author)

ED 250 252 SO 016 020

Voter Information and Education Programs 2: Voter Education Programs in the Schools.
Kalba Bowen Associates, Inc., Cambridge, MA.
SPONS. AGENCY- Federal Election Commission, Washington, DC. National Clearinghouse on Election Administration.
PUB DATE- 82
NOTE- 74p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 361-086/501 $5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Case Studies; Conflict Resolution; *Court Litigation; Discussion (Teaching Technique); Justice; Laws; Learning Activities; *Legal Education; Legal Problems; Lesson Plans; Secondary Education; *Torts; Units of Study
IDENTIFIERS- Katko v Briney; *Law Related Education; *Property Rights

One of a series of secondary level teaching units presenting case studies with pro and con analysis of particular legal problems, the document presents a student's lesson plan, a teacher's lesson plan, and a lawyer's lesson plan for introducing torts (any wrong, other than a breach of contract, resulting in a personal injury or property damage because of a person's failure to carry out a duty). The unit also examines circumstances under which a property owner has the privilege of using force in defense of real and/or personal property. Although similar in content, the student and teacher lesson plans are presented separately to facilitate individual or small group work by students and to provide teachers with additional background information. Following a lawyer's visit to the classroom, students examine hypothetical case studies and questions for discussion. A glossary, a reading about court systems, and a simplified view of federal and California court structures are also provided. The lawyer's lesson plan focuses on the landmark case, "Katko versus Briney", presenting thought-provoking questions and discussion concerning the use of devices which can cause death or serious bodily injury in defense of real and/or personal property. (LH)

ED 250 266 SO 016 042

Howard, Estelle; And Others
Finders Keepers: Property Rights of a Finder. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 77
NOTE- 38p.; For similar lesson plans on different legal issues, see SO 016 038-046.
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English

ED 250 279 SP 025 307

Reinhartz, Judy, Ed.
Perspectives on Effective Teaching and the Cooperative Classroom. Analysis and Action Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1691-2
PUB DATE- 84
NOTE- 51p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1691-2, $5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *Classroom Environment; Classroom Research; *Classroom Techniques; Cooperation; Elementary Secondary Education; Evaluation Criteria; *Faculty Development; *Teacher Effectiveness; Teacher Evaluation; Teaching Methods; Teaching Skills; Teaching Styles; *Team Teaching
IDENTIFIERS- *Cooperative Learning

This collection of 7 articles focuses on the themes of 10 workshops that comprise an inservice training program, Effective Teaching, and the Cooperative Classroom. In "Research in Teacher Effectiveness," Georgea M. Sparks traces the research findings on effective teaching practices and educational outcomes during the last 15 years, and briefly summarizes the research on cooperative group learning strategies. In chapter 2, "Curriculum and Effective Teaching," John I. Goodlad presents information from his study on schools and discusses the prerequisites of effective teaching and the cooperative classroom. In "The Art and Craft of Teaching," Elliot W. Eisner addresses the aspects of the cooperative classroom that develop teacher flexibility and creativity. In "These Days--These Debates," Philip L. Hosford discusses teacher evaluation and argues for the use of both a quantitative and qualitative approach to gaining knowledge about teacher effectiveness. In "Aldo: A Metaphor," Robert Garmston and Arthur Costa present a narrative about an experienced and devoted classroom teacher facing an aggressive staff development program requiring the learning of new teaching skills. In "Using Research to Improve Teaching Effectiveness," Ralph W. Tyler challenges educators to use what is available from "action research," but

laboratory, and research and development center housing a group of knowledgeable workers, with high expectations not only for students but also for their parents; (3) more emphasis on teacher evaluation, which should be a joint effort with teachers and administrators working together; (4) stronger leadership by the school principal; and (5) teacher salaries which are commensurate with those of comparable professions. (JD)

ED 250 294 SP 025 572

Hall, Gene; And Others

The Schools and Preservice Education: Expectations and Reasonable Solutions.

SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.

PUB DATE- Oct 84

NOTE- 12p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (Austin, TX, October 4-5, 1984). For related documents, see SP 025 564-595.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teachers; Career Choice; Expectation; Higher Education; *Preservice Teacher Education; Professional Recognition; *Teacher Alienation; Teacher Education Programs; Teacher Salaries; *Teaching (Occupation)

IDENTIFIERS- National Commission on Excellence in Teacher Educ

Many problems arise from inaccurate expectations for preservice teacher education and its relationship to what goes on in elementary and secondary schools. Preservice education is expected to provide schools with a continuous supply of highly qualified candidates. However, preservice teacher education exerts little proactive control over teacher supply, which is governed by large marketplace factors such as perceptions of the occupation, expectations of job opportunities, and relative salary advantages. Preservice education is also expected to provide fully prepared and competent teachers, able to handle the daily work of schools without further support or assistance. New teachers are expected to be a source of research-based innovations in teaching. Pressures on schools of education are such that much time is spent defining and rearranging credit hours rather than focusing on such basic questions as what a teacher must reasonably know to function are equal to any others. (3) Can students be trained to do what good teachers do and be what good teachers are, or must some basic aptitudes and talents for teaching be present before training? (4) Will standardization of the teacher education curriculum negate the tradition of academic freedom? (5) Should the focus of instruction be on a standard curriculum or on the individual student? Some concrete recommendations are presented about initiatives which uinversities, teachers, and public agencies can pursue to attract competent students to teacher education and the field of teaching. (JD)

ED 250 309 SP 025 587

Kunkel, Richard C.
Regional and National Voluntary Accreditation. "The Place and Appropriate Future of National Accreditation."
National Council for Accreditation of Teacher Education, Washington, D.C.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 22 Oct 84
NOTE- 21p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (San Francisco, CA, October 22-23, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; Higher Education; *Institutional Evaluation; Preservice Teacher Education; *Program Evaluation; Program Validation; Quality Control; *Schools of Education; State Standards
IDENTIFIERS- National Commission on Excellence in Teacher Educ; *National Council for Accreditation of Teacher Educ

This paper presents a brief history of the National Council for Accreditation of Teacher Education (NCATE), defining it as a national effort of voluntary accreditation. Distinctions are drawn between national voluntary accreditation and regional accreditation, with these distinctions being placed in a perspective of state licensure and program approval. Some program evaluation and accreditation qualities are identified that should serve as a value base to effectively undergird future national accreditation. A brief discussion is given of some guiding

Expectation; Foreign Countries; Human Resources; Instruction; *Program Evaluation; School Administration; *School Effectiveness
IDENTIFIERS- *Chapel Island Indian Reserve; Micmac (Tribe); *Mikmawey School (Nova Scotia); Nova Scotia

The Chapel Island Indian Reserve is a community of fewer than 300 Micmac Indians in Richmond County, Nova Scotia. In September 1981 the Chapel Island Band assumed responsibility for the operation of Mi'kmawey School (grades 1-6). This evaluation of the second year of the school's operation addresses community expectations, organization and administration, curriculum, instruction, pupil achievement, human resources, and physical facilities. The Chapel Island community expects the school to prepare pupils for successful transfer into the Nova Scotia provincial school system at the end of grade 6. The education authority of the Band is a committee of the Chief and Council which functions in accordance with broad terms of reference, not all of which have been observed in practice. The curriculum of the school parallels, but does not follow, the Nova Scotia provincial curriculum. In the area of instruction, four areas (such as individualizing instruction) need improvement. Pupil achievement is a problem, and should be addressed with instructional improvements. Classroom facilities are adequate. Several suggestions are made for improving the use of human resources. (BW)

ED 250 324 TM 840 511

McDaniel, Patrick L.
Charles R. Spain Career Enrichment Center, Delivery of Services Evaluation.
Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.
PUB DATE- 10 Mar 83
NOTE- 238p.; Small print in Appendix I.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Ancillary School Services; Attitude Measures; Career Counseling; *Career Education Counselor Attitudes; Curriculum Development; Educational Cooperation; Educational Environment; Graduate Surveys; High Schools; Interschool Communication; Parent Attitudes; *Program Evaluation; Program Improvement; School Business Relationship; *School Surveys; Teacher Attitudes

Survey of Secondary School Perceptions: Students, Parents, Staff. Research Report.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Jan 84
NOTE- 59p.; For related documents, see ED 083 274-275, ED 084 290-291, and ED 199 893.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Freedom; Administrator Attitudes; Data Analysis; Discipline; *Educational Quality; Educational Testing; Followup Studies; Foreign Countries; *Parent Attitudes; Permissive Environment; School Attitudes; *School Surveys; Secondary Education; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Ontario (North York)

The purpose of this study was to gather information from secondary school students, their teachers and parents concerning their perceptions of school and education. The study was a replication of similar studies carried out in North York in 1971-72 and 1976-77, and was intended to provide data regarding current perceptions of school as well as to assess the extent to which perceptions of each group had changed during the past 11 years. Students have a much more conservative view of education than they did in 1971-72. Over three-quarters of the students felt that formal exams are necessary and that there is sufficient freedom of academic choice. The number of students who feel hampered by pointless rules and regulations has decreased. The overwhelming majority of students expressed satisfaction with their schools, their teachers, the methods used for evaluation, and the education they are receiving. Parent responses also endorsed the education students are receiving. Parent support for formal exams and stricter discipline increased significantly from 1971-72 to 1982-83. The staff responses indicated a continuing faith in education and satisfaction with teaching. A comparison of student, parent, and staff responses indicated that in most areas there is a high level of consensus. (BW)

ED 250 339 TM 840 612

Parents in Special Needs Schools: Perceptions of Their School & Community. Research Report.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Jan 84
NOTE- 21p.; Prepared by the Special Needs Evaluation Sub-Committee.

ED 250 353 TM 840 661

Torello, Michael W., Jr.; And Others

The Use of Event-Related Brain Potentials to Measure Cognitive Processing Deficits in the Brain-Injured.

PUB DATE- Apr 84

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Adults; Attention Span; Biofeedback; Clinical Diagnosis; *Cognitive Processes; Comparative Analysis; Electroencephalography; Microcomputers; *Neurological Impairments; *Psychophysiology; *Research Methodology; Short Term Memory; Visual Measures

IDENTIFIERS- *Brain Event Related Potentials; *Brain Waves; Waveform Analysis

Until recently it has been possible only to measure the behavioral products of cognitive processing, e.g. reaction time. However, this is a rather indirect way of studying brain substrates of cognition. Psychophysiological techniques can be used to study the neural mechanisms of cognition. In this experiment brain electrical activity was measured and a subcomponent of this electrical activity, the P300 wave, was identified in a population of normal and brain-injured adults while they were engaged in a visual discrimination task. The averaged amplitude of the P300 wave was significantly decreased and the averaged latency of the P300 wave was significantly increased in the brain-injured group. However, a trial-by-trial analysis revealed that near normal waveforms could be produced by the brain-injured subjects in a small percentage of trials. Since the P300 waveform is related to mechanisms of selective attention and short term memory, the appearance of normal P300 waves in the brain-injured group indicates that the stability of these cognitive processes, and not the processes themselves, were affected by the neurological insult to these patients. (Author)

community; and (4) at least two inservice sessions will be provided to program personnel. Data for evaluation were collected from five sources: Metropolitan Achievement Tests, Devereux Elementary School Behavior Rating Scale II, a pupil census, counselor activity logs, and inservice evaluations. (BW)

ED 250 368 TM 840 679

Allen, Thomas E.
Out-of-Level Testing with the Stanford Achievement Test (Seventh Edition): A Procedure for Assigning Students to the Correct Battery Level.
Gallaudet Research Inst., Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 84
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Small print in figure 9.
GRANT- G0008300004
AVAILABLE FROM- Gallaudet Research Institute, 800 Florida Ave. NE Fay House, Washington, DC 20002 ($2.00, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Difficulty Level; Elementary Education; *Hearing Impairments; Item Analysis; Mathematics Achievement; Pilot Projects; Reading Achievement; Response Style (Tests); *Screening Tests; Test Construction; *Test Interpretation; Test Validity
IDENTIFIERS- *Out of Level Testing; *Stanford Achievement Tests; Stanford Achievement Tests for Hearing Impaired

In 1983, four screening tests for assigning students to the appropriate levels of the Stanford Achievement Test, Seventh Edition, were developed with a national sample of hearing impaired students. While students are normally assigned to one of six test level booklets according to grade, this is inappropriate for certain students. This paper describes: (1) the development of the screening tests; (2) the pilot testing and results; (3) the scoring system; and (4) the validity study of the screening tests using a norming sample of 8,331 hearing impaired students. Separate lower and upper level reading and mathematics tests, each containing approximately 30 items were constructed. The Sixth Edition of the

PUB DATE- Aug 84
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Aptitude Tests; Predictive Validity; Testing; *Test Validity; Verbal Tests
IDENTIFIERS- *Multidimensional Aptitude Battery; *Subtests; Test Batteries

In a study to identify brief forms of the Multidimensional Aptitude Battery (MAB), 30 samples of approximately 250 respondents each were drawn from a population of 4,928 adolescents to evaluate by replicated multivariate regression analyses the best combinations of scales for predicting MAB total scores. MAB subscales measuring Comprehension, Similarities, Digit Symbol, and Spatial were recommended as the best combination for predicting MAB total scores. Advantages and limitations of abbreviated scales are discussed. (Author)

ED 250 384 TM 840 734

Ahrens, Marjory; And Others
Career Development Interpretive Report, 1983-4.
Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.
PUB DATE- Sep 84
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Development; Career Education; Career Guidance; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; *State Programs; Testing Programs; Test Interpretation; *Test Results
IDENTIFIERS- *Michigan Educational Assessment Program

The purpose of this report is to provide the public with the results of the second Michigan Educational Assessment Program Career Development assessment of 4th, 7th, and 10th graders. The introduction provides a perspective with which to view the results.

mechanisms of measurement or the metric information derived from measurement. This emphasis on scales in measurement theory has not always provided a meaningful or fruitful description of measurement activities in psychology. It is proposed that a new concept, that of a standard system of measurement, be introduced to refer to the mechanism of measurement. There are three types of standard systems: (1) elementary, using human judgment; (2) devised, consisting of tests and physical instruments; and (3) dual-process, or self-report instruments. A measurement theory based on the standard system concept provides for a strengthened rationale for measurement activities in psychology. (Author/BS)

ED 250 399 TM 840 754

Reckase, Mark D.; McKinley, Robert L.
Multidimensional Difficulty as a Direction and a Distance.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Jun 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Psychometric Society (Santa Barbara, CA, June 1984).
CONTRACT- N00014-81-K0817
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Difficulty Level; Item Analysis; Latent Trait Theory; *Mathematical Models; *Multidimensional Scaling; *Test Items; Test Theory

The purpose of this paper is to present a generalization of the concept of item difficulty to test items that measure more than one dimension. Three common definitions of item difficulty were considered: the proportion of correct responses for a group of individuals; the probability of a correct response to an item for a specific person; and the location of the item along a difficulty continuum. This paper defines the difficulty of an item that measures more than one dimension as the direction from the origin of the multidimensional space to the point of greatest discriminating power and the distance from the origin to that point. The direction can be given in terms of angles with the coordinate axes or the corresponding direction cosines. The distance is a signed number using the same units as the coordinate axes. For the unidimensional case, the definition simplifies to the

ED 250 414 UD 023 865

Focus on Reform: State Action to Improve Schooling in Illinois. Annual Report.

Illinois State Board of Education, Springfield.

REPORT NO.- 10M-4-708B-07-004

PUB DATE- Jan 84

NOTE- 36p.; Photographs may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Board of Education Policy; Dropouts; Educational Finance; *Educational Improvement; *Educational Policy; Education Work Relationship; Elementary Secondary Education; Equal Education; Private Schools; *Public Schools; Resource Allocation; School Districts; School Role; *State Action; *State Boards of Education; Student Educational Objectives; Teacher Qualifications; Teacher Recruitment

IDENTIFIERS- *Illinois

In recent years, the Illinois State Board of Education engaged in a series of special studies on all aspects of the State's public schools. The major part of this report describes eight fundamental problems in Illinois elementary and secondary education, as identified by the Board through its studies, and the actions which have been proposed in response to these problems. Areas covered are (1) the purpose of schools, (2) student learning, (3) school district accountability, (4) equal educational opportunities, (5) quality of educational personnel, (6) dropouts, (7) education for employment, and (8) school finance. An appendix consists of a statistical profile of the 1982-83 school year. Included are data on financial resources, State, local and Federal funds; school districts by type and enrollment; public school attendance centers; public school buildings; public school enrollment comparisons; public school enrollment changes by county; public school enrollment by racial/ethnic distribution; nonpublic enrollment by affiliation; nonpublic enrollment comparison; absence rates by type of district; dropout data by grade level; bilingual education; vocational education enrollments; public school staff; teacher certification trends; and teacher supply and demand. (GC)

ED 250 415 UD 023 870

Programs
IDENTIFIERS- New York (New York); *Project L Ouverture NY

This multisite project, in its third and final year of funding, served approximately 350 recently immigrated Haitian students of limited English proficiency at three New York City high schools in Brooklyn and Queens. The students varied in their proficiency in Creole, French, and English. The major program goal was to expedite English and native language skill acquisition through bilingual instruction which "encouraged the development of a positive self-concept based on the exploration of cultural heritage and the development of a positive career orientation." Dropout prevention was a major focus. Most students initially were placed in the ninth grade and then were mainstreamed on an individual basis upon demonstrating sufficient academic progress. In addition to the student services, this program supported staff development activities and some parent participation. Student achievement data indicated that the program had variable success in area of performance, but attendance rates of project students at each site were higher than those of the general school populations. A number of recommendations were formulated regarding needs assessment, resource sharing with schools, administrative and record keeping concerns, assessment of student achievement and student attitudes, more basic skills instruction, parent participation, materials development, and establishment of staff resource centers. (GC)

ED 250 429 UD 023 894

Velazquez, Clara; Schulman, Robert
Seward Park High School Project Superemos, 1982-1983. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Mar 84
NOTE- 60p.; Published by the O.E.E. Bilingual Education Evaluation Unit. Appendix B will not reproduce well due to blurred print. For related document, see ED 229 497.
GRANT- G00-810-4420
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Bilingual Education Programs; Curriculum Development; English (Second Language); High Schools; Hispanic Americans; Native Language Instruction; *Program

different programs indicate that the experimental groups' understanding of ecological concepts and environmental facts was statistically greater than that of control groups. (JN)

ED 250 154 SE 045 110

Abeti, S. L.
The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
REPORT NO.- ACO-123
PUB DATE- Aug 83
NOTE- 132p.; Several pages contain light type. Requirements for postgraduate diploma in Systematic Curriculum Development, University of Nairobi.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; *Cognitive Ability; Elementary Education; *Elementary School Science; *Family Environment; *Family Influence; Intelligence Quotient; Performance Factors; Science Education; *Sex Differences; Social Influences
IDENTIFIERS- Science Education Research; *Uganda

This study attempted to identify specific social environmental factors of the home that are related to science achievement at the primary school level and to determine the extent of the relationships between achievement in science and the factors identified. A sample of 200 subjects were given three instruments in a group setting, a mental ability test, an achievement test, and a student questionnaire. Findings indicate that: (1) boys achieved better in science than girls and that younger students achieved better than older students at the same class level; (2) brighter children attended school more regularly than dull students and bright boys attended school more regularly than bright girls; and (3) social environment of the home was not significantly related to achievement in science. However, sub-variables of parental unity, parental status, and family conditions were found to be significantly related to achievement in science for boys. The study

This study sought to evaluate the mathematics curriculum of the Halane Teacher Training Institute in Somalia with a view toward: (1) determining its weaknesses and recommending measures for improvement; (2) examining its relevance to the present needs of the Somali society; (3) determining the suitability of instructional materials and other support resources; and (4) investigating the present organization of teaching practice and the time allocated to it. Thirteen of 15 mathematics teachers at the Institute were included in the study, as well as a proportional random sampling of 60 of 2617 trainees and a random sample of 40 mathematics teachers (graduates of the Institute) from four schools in Mogadisho. Questionnaires, some structured interviews, tests, and documentary resources were used to collect data. Among the numerous findings were: (1) most of the teachers at the Institute had not taught in primary schools; (2) training was basically theoretical, focused on content, with minimal attention to methodology; (3) there was a lack of relationship between the syllabi of the Institute and primary schools; and (4) time devoted to training was too limited. Appended are the instruments used (in the Somali language). (MNS)

ED 250 169 SE 045 145

Ediger, Marlow
Teaching Mathematics in the Elementary School (A Collection of Essays).
PUB DATE- 84
NOTE- 119p.; Document contains some light type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Elementary Education; *Elementary School Mathematics; Evaluation; Learning; Mathematics Achievement; Mathematics Curriculum; *Mathematics Instruction; Mathematics Materials; Student Characteristics; *Teaching Methods

These eleven essays range across a variety of topics. They concern (1) philosophy and the curriculum, with comments on accountability, humanism, programmed learning, hierarchies, structure, idealism, existentialism, realism, experimentalism, and essentialism; (2) philosophy in the mathematics curriculum, with comments on mathematics laboratories, programmed learning, contracts, management systems, and learning centers; (3) objectives and learning activities in the mathematics curriculum, focusing on

PUB DATE- Apr 84
NOTE- 43p.
AVAILABLE FROM- Environmental Education Resources Branch, Alberta Environment, 12th Floor, 9820 106 St., Edmonton, Alberta, T5K 2J6 Canada
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Environmental Education; *Information Sources; *Physical Environment; Physical Sciences; *Research Methodology; *Science Education; Secondary Education
IDENTIFIERS- *Alberta

This guide is intended for students and teachers who are starting environmental research. It includes: (1) a step-by-step aid to defining a question or problem; (2) an overview of information sources; (3) an index of environmentally related descriptors (key words) for use in locating information; and (4) worksheets to aid in organizing research and the information collected. Information sources provided in the overview include: informal sources; published sources; and information officers for businesss, government, and non-profit organizations. The published sources listed include libraries, key reference books, key source publications, key periodicals, key agencies, international environmental agencies, and Alberta government publications. Names and addresses of sources are provided when applicable. (JN)

ED 250 183 SE 045 160

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Teacher's Guide.
Alberta Environment, Edmonton. Environmental Education Resources Branch.
PUB DATE- Feb 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Ecology; *Environmental Education; Field Trips; High Schools; *Laboratory Procedures; Science Education; *Science Experiments; *Secondary School Science; Units of Study; Water Pollution; *Water Quality

discussed the preparation of teachers, and then various perspectives were presented: Makhmaltchi, on publishers; Jones, on test developers; Barclay, on materials and producers; Hala, on mathematics supervisors; and Gawronski, on school administrators. Several annotated references are included. (MNS)

ED 250 197 SE 045 176

Reuman, David A.; And Others

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.

Michigan Univ., Ann Arbor. Inst. for Social Research.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, MD.

PUB DATE- 25 Aug 84

NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario Canada, August 24-28, 1984).

GRANT- HD-17296; MH-31724

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; *Decision Making; Educational Research; Junior High School Students; *Mathematics Education; Mathematics Instruction; *Motivation; *Self Concept; *Student Characteristics; Teaching Methods

IDENTIFIERS- *Mathematics Education Research

Conceptualizing classroom decision-making within the framework of person-environment fit, it is hypothesized that students will report fewer decision-making opportunities than they think they should have in math classrooms, and that congruence on these "can decide" and "should decide" dimensions will be positively related to math value and enjoyment, and inversely related to school misbehavior. Student and teacher ratings were collected for 206 students in ten junior high school math classrooms. Consistent support for the hypotheses was found. The positive consequences of congruence include some which have been found to predict later involvement and achievement in mathematics. (Author) activities; (5) geometry activities; (6) decimal activities; (7) probability activities; and (8) 15 challenge problems in which students select the problem-solving method to use. Each of these parts has an overview teacher commentary, which includes information on PSM philosophy and suggestions as to how the activities within the section should be used. In addition, each activity includes mathematics teaching objectives, problem-solving skills students might use, materials needed, comments and suggestions, and answers. General information on the PSM program and PSM strategies is provided in an introduction. (JN)

ED 250 211 SE 045 244

Brannan, Richard; And Others
Problem Solving in Mathematics, Grade 7. Lane County Mathematics Project. With Teacher's Commentary and Answers.
Lane County Education Service District, Eygene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Office of Policy and Program Development.
REPORT NO.- ISBN-0-86651-184-9
PUB DATE- 83
NOTE- 255p.; For related documents, see SE 045 241-248. In-service audio cassette tapes, which provide indepth guidance on using the PSM grade-level books, are available for loan upon request.
AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($18.95, $120.00 for entire set; audio-cassette tapes no charge, on 2-week loan).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decimal Fractions; Drills (Practice); *Fractions; Grade 7; Junior High Schools; *Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Measurement; *Percentage; Probability; *Problem Solving; *Secondary School Mathematics; Skill Development; Whole Numbers
IDENTIFIERS- *Problem Solving in Mathematics Project

Problem Solving in Mathematics (PSM), a program of problem-solving lessons for grades 4-9, is designed to be integrated into the regular mathematics curriculum. Although the content objectives of the lessons are similar to those of most textbooks, PSM emphasizes problem-solving skills and a variety of instructional strategies which foster the development of such skills. These strategies

Kraai, Ziki; And Others

Popular Theatre and Participatory Research. Bosele Tshwaraganang Publications No. 12.

Botswana and Swaziland Univ., Gaborone. University College.

PUB DATE- Jul 79

NOTE- 31p.; Paper originally presented at the African Regional Workshop on Participatory Research (Mzumbe, Tanzania, July 1979).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Citizen Participation; Community Control; Community Development; *Developing Nations; *Drama; *Folk Culture; Nonformal Education; Participation; Participative Decision Making; *Popular Culture; Social Science Research

IDENTIFIERS- *Botswana; *Participatory Research

The use of popular theatre to overcome community development problems in underdeveloped countries through adult education is introduced and its relationship to the concept of participatory research is explored. Material is arranged in four sections. The first of these presents an introduction to popular theatre and participatory research. Stemming from a highly successful experimental program in northern Botswana, popular theatre is described as an adult education method in which a variety of different kinds of performance (drama, puppetry, songs, and dance) are used to engage people in more active and more aware participation in community affairs. Participatory research is described as a method of social investigation also involving full participation of the community, an educational process, and a means of taking action for a country's development. In the second section, the development of popular theatre is further discussed. An examination of the popular theatre process includes examples of initial research in which information is gathered in order to identify issues and problems and provide local detail for dramatizing them. The third section focuses on problems and issues in popular theatre, including participation, effectiveness, social and political context, and the role of outsiders. The final section compares popular theatre and participatory research, noting parallels between the two. The document concludes with appendices listing examples of social issues (general, agricultural, health, and education) faced by two Botswana communities. (LH)

Jennings, Lane
The Future as Fiction.
PUB DATE- 9 Jun 84
NOTE- 11p.; Speech given before the World Future Society General Assembly (5th, Washington, DC., June 14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Futures (of Society); *Literary Devices; Needs; *Novels; Public Opinion; *Science Fiction; *Short Stories; Social Science Research; Writing Improvement; Writing Skills

Because good future studies and good fiction have a great deal in common, futurists need to recognize and apply the skills of word artists from all genres, particularly novelists and short-story writers. One form of science fiction that futurists could use is the scenario, which is an exploration of an alternative future. A good scenario should be relevant, organized around key branching points, credible and useful, and intelligible. Tips for short-story writing, such as those by Ben Bova in his book "Notes to a Science Fiction Writer," should be considered by futurists. For example, good writing should invent complex characters, not stereotypes. While science fiction and scenarios are both useful for future studies, there is need for a new genre of writing called future fiction. Its aim would be to popularize the findings of futures research and to fix images of plausible and desirable futures in the minds of the general public. Future fiction would contain many of the characteristics of a good scenario and would depict believable complex human characters in realistic situations. The genre could be modeled on contemporary historical novels, the formula best-seller, or the made-for-TV miniseries. (RM)

ED 250 239 SO 015 976

Wagaw, Teshome G.
Configuration of Education and Culture: An African Experience.
Michigan Univ., Ann Arbor. Center for Afroamerican and African Studies.
PUB DATE- 84
NOTE- 760p.
AVAILABLE FROM- Teshome Wagaw, 3630 Charter Place, Ann Arbor, MI

DESCRIPTORS- Citizen Participation; *Citizenship Education; *Civics; *Elections; Elementary Secondary Education; Instructional Materials; Learning Activities; Political Science; Social Studies; *Voter Registration; *Voting

Arranged in five chapters, this handbook provides teachers with a variety of short-term modular, and semester-long voter education programs suitable for use at either the elementary or secondary level. The first chapter, an introduction, provides an overview of the status of student voter education programs and recommends possible roles for election officials in the development and implementation of such programs. The second chapter contains information and recommendations for short- and long-term and modular projects for middle schools and high schools. Three types of mock elections are outlined and sections and sample lessons from one long-term project, Project PAVE (People and Action in Voter Education), are provided. A chapter on elementary level voter education describes how mock elections can be used at each of the lower grades and briefly describes some other materials available for this level. The fourth chapter focuses on using election officials as resources. The final chapter discusses voter registration related activities, including actual registration of high school students, the appointment of student deputy registrars, and registration drives. Three appendices contain the following materials: thirty classroom activities; a list of community, state, and national resources; and a list giving names and titles of election and education officials interviewed during state visits. A bibliography concludes the publication. (LP)

ED 250 253 SO 016 021

Conklin, Nancy Faires
Culture and Education in Micronesia.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 8 Feb 84
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anthropological Linguistics; *Area Studies; *Cross Cultural Studies; Cultural Background; Cultural Interrelationships; Economic Development; *Educational History; *Educational Needs; Ethnography; Folk Culture; Human Geography; Political Influences

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Case Studies; Conflict Resolution; *Court Litigation; Discussion (Teaching Technique); Justice; Laws; Learning Activities; *Legal Education; *Legal Problems; Lesson Plans; Secondary Education; Units of Study
IDENTIFIERS- *Law Related Education; *Property Rights

One of a series of secondary level teaching units presenting case studies with pro and con analyses of particular legal problems, the document presents a student's lesson plan, a teacher's lesson plan, and a lawyer's lesson plan designed to expose students to the basic concepts of "ownership" of personal property and how courts decide in favor of one party or another when one of the parties has possession of the property. The units provide students with an opportunity to re-examine their notions about ownership of found articles and to hold an open-ended discussion of the ethical and moral questions involved in the sayings, "possession is nine-tenths of the law" and "finders keepers, losers weepers." Although similar in content, the student and teacher lesson plans are presented separately to facilitiate individual or small group work by students and to provide teachers with additional background information. Prior to a lawyer's visit to the classroom, students examine case studies and view a film. Students then read "The Case of the Old Woman Meteorite" and participate in subsequent discussion. Teacher materials include readings on court cases and the court system and a simplified view of federal and California court structures. The lawyer's lesson plan provides further discussion of the case studies, questions concerning the resolution of disputes, hypothetical cases, and information about actual court cases. (LH)

ED 250 267 SO 016 043

Howard, Estelle; And Others
Spare the Rod: Due Process re School Discipline. Second Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 82
NOTE- 37p.; For similar lesson plans on different legal issues, see

reminds them that research findings are generalizations that serve to guide practitioners as they study and try to understand all of the elements in their own classrooms. In the final chapter, an "Overview of Cooperative Learning," Chick Moorman, Dee Dishon, and Pat Wilson O'Leary give their rationale for teaching cooperation, and describe the differences between typical classroom groups and cooperative groups. (JD)

ED 250 280 SP 025 359

Currie, Edmund; And Others
Multifaceted Practical Experiences in Teacher Education Involving Joint Sponsorship of the Schools, Community and Teacher Educators.
PUB DATE- 2 Feb 84
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Educational Cooperation; *Field Experience Programs; Higher Education; Preservice Teacher Education; Rural Education; *School Community Relationship; Schools of Education; Teacher Education Programs

A cooperative program of teacher education involving a university, public schools, and the community is built on formal agreements for joint responsibility in teacher training and depends upon clear communication among all participants. In this paper, the structure, areas of responsibility, and lines of communication are described for five cooperative ventures: (1) a university nursery school, which is a traditional laboratory school with emphasis on students working with families in the community; (2) a day care center, a joint project of the university and the county community action council; (3) an early practicum and teacher exchange, run cooperatively by the university and the local school district; (4) cooperation between a local elementary school and the elementary and early childhood department of the university; and (5) a committee of teachers and administrators working with university faculty and students to provide schooling for a small rural mountain area. (JD)

effectively in the classroom. The expectations of new teachers are often unrealistically high, and when they are faced with the realities of the classroom, students, school administration, and extrinsic rewards, disillusionment is frequent. Specific recommendations are offered for building toward much needed reform in preservice teacher education programs to prepare prospective teachers for the realities of their profession. (JD)

ED 250 295 SP 025 573

Raywid, Mary Anne
Preparing Teachers for Schools of Choice.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 4 Oct 84
NOTE- 26p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (Austin, TX, October 4-5, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; Elementary Secondary Education; Higher Education; *Institutional Characteristics; *Nontraditional Education; Parent School Relationship; Preservice Teacher Education; *School Choice; *Teacher Characteristics; *Teacher Education Programs; *Teacher Effectiveness
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Schools of choice, established to respond to varying student and parent needs and interests, have unique features that require special teacher attributes. Programs preparing teachers for these schools include more emphasis upon: (1) content preparation, (2) the context of schools and classrooms; (3) the psychology of human growth and development; (4) a working knowledge of the psychology of learning; (5) an understanding of the sociology of youth; (6) an appreciation for the various socio-cultural backgrounds of students; (7) curriculum generation and management; (8) pedagogical methods and activities with emphasis on experiential learning; (9) both formative and summative evaluation; (10) orientation to the community; and (11) the development of a sense of community within the classroom and school. Field observation and field participation are emphasized, and solid practice teaching experiences are provided. In addition, numerous opportunities are given to the

principles that have been leading the NCATE movement to redesign its functions, roles, and relationships. A presentation is made of tentative timelines and goals for NCATE becoming a more effective national voluntary system to assure both consumer protection and excellence in teacher education. Eight recommendations are made for deliberation by the Commission on Excellence in Teacher Education. (JD)

ED 250 310 SP 025 588

Andrew, Michael D.
Restructuring Teacher Education: The University of New Hampshire's Five Year Program.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 52p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (San Francisco, CA, October 22-23, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Graduate Study; Higher Education; Preservice Teacher Education; Program Improvement; *Program Length; Schools of Education; *Student Characteristics; Student Recruitment; *Teacher Education Programs; Teacher Interns; Time Factors (Learning)
IDENTIFIERS- *Extended Degree Programs; National Commission on Excellence in Teacher Educ; *University of New Hampshire

In the first part of this presentation, a critique is made of teacher education in general, pointing out the fact that schools of education are resigned to accepting academically weak students and have a limited definition of good teaching. A narrow view of the teacher's role is also cited, as well as teacher educators' resistance to change. The second part describes the restructuring of teacher education at the University of New Hampshire at Durham. In the third part, a discussion of the structure of the five-year program includes a description of the required internship, graduate studies, and admission and academic standards for students. The fourth part presents a description of academic and nonacademic characteristics of the students in the program, as well as recruitment methods and enrollment status and projections. A

IDENTIFIERS- *Albuquerque Public Schools NM

The Career Enrichment Center (CEC) provides a year-round, voluntary career education program for all Albuquerque high school students. It offers courses; provides special services; manages and coordinates enrichment opportunities, alternate programs, and satellite stations; and provides liaison with businesses, community, and universities. This report evaluates the CEC program in relation to six goals: (1) Institutional Role and Identity; (2) Curriculum and Curriculum Development Process; (3) Articulation and Communication; (4) Institutional Climate; (5) Logistical and Methodological Considerations; and (6) Special Services. Data were collected through: (1) interviews of administrators, CEC counselors, department chairpersons, and CEC board members; (2) questionnaires distributed to administrators, counselors, teachers, CEC teachers, current and former CEC students, CEC graduates, and parents; and (3) examination of various program records. While significant confusion was found about CEC's goals, there was widespread satisfaction with the effectiveness of CEC programs and services. Improvements are recommended in all goal areas, including the following: (1) CEC should be expanded as to sites (satellite stations), services, and personnel; (2) CEC's goals should be better clarified and user needs assessed more regularly; and (3) cooperation and communication should be strengthened between CEC and the high schools. Appendices include: the evaluation instruments and results; CEC objectives; and CEC enrollment statistics. (BS)

ED 250 325 TM 840 520

Evaluation Report of the Survey of the District English Language Program. No. 337.
San Diego City Schools, Calif. Evaluation Services Dept.
PUB DATE- 28 Feb 83
NOTE- 147p.; Small print in some tables.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Elementary Education; *English (Second Language); *Program Evaluation; Program Implementation; *Reading Achievement; Reading Programs; *Surveys; Teacher Attitudes
IDENTIFIERS- *San Diego Unified School District CA

A survey of the San Diego City Schools English Language Program was carried out in December 1982. Based on the results of the survey,

Small print in Tables 1-3.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Influence; Cultural Pluralism; Elementary Education; English (Second Language); Followup Studies; Foreign Countries; *Parent Attitudes; Parent School Relationship; School Attitudes; *School Community Relationship; *School Effectiveness; *Social Values; *Surveys
IDENTIFIERS- *Ontario (North York)

North York defines Special Needs Schools as those in communities characterized by a higher than average percentage of: children under 15 years of age, one parent families, women in the labor force, people whose mother tongue is not English, multiple family housing, or family mobility. In 1983, the Special Needs Evaluation Subcommittee collected information from parents regarding their perceptions of the 14 Priority I schools, the program offered to their children, and the relationship between the school and the community. Results were also compared with those of a similar 1980 survey. Parents now view their child's program far more favorably than they did in 1980. Parents were also more positive about their child's development of cultural and social values. They felt that the school is helping their child to appreciate the many cultures of Canadian people and to respect the rights of others. Parents felt that the school cooperates well with the neighborhood and that it allows parents sufficient input in decisions affecting their children. Most parents whose children had been attending the school for two or more years indicated that the school had improved since 1980. (BW)

ED 250 340 TM 840 613

Teachers' Perceptions of Their Students, Schools and Community. Research Report.
North York Board of Education, Willowdale (Ontario)
PUB DATE- Jan 83
NOTE- 54p.; Prepared by the Special Needs Evaluation Committee. Small print in some tables.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Teachers;

ED 250 354 TM 840 662

Malcolm, Cliff; Welch, Wayne

Case Study Evaluations: A Case in Point. An Illustrative Report and Methodological Analysis of Case Study Evaluations.

Minnesota Univ., Minneapolis. Minnesota Research and Evaluation Center.

PUB DATE- 81

NOTE- 104p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Case Studies; Catholic Schools; *Evaluation Methods; Field Studies; Holistic Approach; *Institutional Characteristics; Interviews; *Naturalistic Observation; Nursing Education; *Participant Observation; Personal Narratives; Student Attitudes; Teacher Attitudes; Two Year Colleges

IDENTIFIERS- *Advanced Institutional Development Program; Evaluation Reports

To provide a real life example of case study methodology for educational evaluation, a naturalistic study of a Catholic junior college in Minneapolis, Minnesota is presented. Conducted as part of the ongoing evaluation of a federally supported project, the study provides an external observer's descriptive portrayal of the school, plus the methodology. Part I contains the study results. Six verbal snapshots, college description, and profiles of the setting, students, faculty, and staff, and teaching are presented. Historical perspective on the founding order of Sisters and the structural changes in the college since its 1964 beginning are given. Three special issues are discussed: (1) nursing program changes; (2) the General Education program; and (3) the impact of Advanced Institutional Program grants on evaluation procedures and program management. Part II describes the methodology used, including the researcher's personal reactions. Topics covered include: (1) the evaluator's preparation through studying the philosophic basis of naturalistic inquiry, research design and data collection, and analysis techniques; (2) note-taking in the field; (3) phases in the research plan (unobtrusive measures and interviews); (4) interviewing; (5) data analysis and report writing; and (6) final editing and validation. A 17-item bibliography is appended. (BS)

ED 250 355 TM 840 663

Stanford was used as the criterion measure for assessing the discrimination power of the screening tests. The screening tests have elaborate scoring procedures, but result in excellent student placement into the appropriate levels of the Stanford Achievement Test, Seventh Edition. Response pattern analysis and individual item performance lead teachers to more in-depth consideration of test results. (BS)

ED 250 369 TM 840 681

Ward, William C.; Carlson, Sybil B.

A Profile of Preparation in English: Phase II.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

REPORT NO.- CB-84-2; ETS-RR-84-16

PUB DATE- 84

NOTE- 22p.

AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)

DESCRIPTORS- *College Preparation; *English; *Evaluation Methods; *Evaluation Utilization; High Schools; *Profiles; Self Evaluation (Individuals); Student Attitudes; *Student Evaluation

IDENTIFIERS- Admissions Testing Program; College Entrance Examination Board; *Experiences in English Inventory; Self Report Measures

This project developed and validated a method for collecting and reporting information about students' preparation in English for college level work. Over 300 high school seniors completed the "Experiences in English" inventory and a questionnaire on their academic background, interests, and their reactions to the inventory. Additional data, including academic grades and Admissions Testing Program report information, were collected. Based on analyses of these data, the inventory was revised to eliminate some free-response form questions and to change others into a multiple choice format. Two prototype reports, generated from the revised inventory, have been developed. An individual report, for student self-evaluation, provides figural and narrative displays of the student's responses to 10 aspects of English preparation and a performance description in both absolute and relative terms. A summary report, for institutions, provides

Section II explains how the assessment was conducted and how the data are organized and reported. Section III gives highlights of the assessment for the three grade levels. Sections IV, V, and VI give the detailed results (by grade), with the attainment rates for each objective, a sample of the items used to measure each objective, a discussion of findings, and implications for instruction and guidance. Section VII reports the findings from a further analysis of the data, giving important sex differences in the responses of students at each grade level. The appendices contain a fact sheet, a synopsis of career development assessment results, the list of schools participating in the assessment, and references used in preparing this report. (BW)

ED 250 385 TM 840 735

Citizenship and Social Studies. Released Exercises from the 1975-76 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.

PUB DATE- Apr 77

NOTE- 667p.; For 1981-82 assessment, see ED 233 965.

CONTRACT- OEC-0-74-0506

LANGUAGE- English

EDRS Price - MF03/PC27 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; *Citizenship Education; *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Federal Programs; Scoring; *Social Studies; Student Evaluation; Testing; *Test Items

IDENTIFIERS- *National Assessment of Educational Progress; *Second Citizenship Social Studies Assess (1976)

A series of exercises were developed and used by the National Assessment of Educational Progress (NAEP) second citizenship/social studies assessment (1975-76). This volume provides a copy of each exercise, as well as the complete documentation about administration and scoring procedures for each exercise that is being released. The bulk of the document contains exercises developed to measure citizenship objectives, and the remaining pages contain exercises developed to measure social studies objectives. In this assessment, 9-year-olds, 13-year-olds, and 17-year-olds were asked questions related to seven broad objectives b-parameter from unidimensional item response theory. (BW)

ED 250 400 TM 840 756

Stavros, Denny
Report on the Results of the May, 1984 Survey of Northwestern High School Students and a Comparison of Survey Results for the Last Three Years.
Detroit Public Schools, MI. Office of Instructional Improvement.
PUB DATE- Oct 84
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Attitude Measures; Curriculum; High Schools; Instruction; *Instructional Improvement; Morale; School Administration; School Counseling; School Surveys; *Student Attitudes; *Test Results
IDENTIFIERS- *Detroit Public Schools MI; *Student Opinion Inventory

Student attitudes and opinion surveys are a major component of the Detroit High School Improvement Project's evaluation plan. This report presents the results of the 1984 survey at Northwestern High School and compares them with two prior surveys (1982 and 1983). The number of student respondents from all grades from randomly selected classes closely approximated the percentage distribution of enrollment by grade. The Student Opinion Inventory, published by the National Study of School Evaluation, was used, consisting of 34 questions sorted by 6 school descriptor categories: student activities, instruction, curriculum, guidance and counseling, school morale, and school administration. Guidance and counseling and curriculum were most favorably assessed. Near uniformity was found in the category rankings for both the mean of the percent responding favorably and for the magnitude of the mean scores in all three surveys. School administration ranked sixth, and student activities ranked fifth in all three surveys. School morale ranked fourth in the last two surveys, but in 1982, it ranked second. The appendices, tables which comprise more than half the document, deal with such topics as: (1) survey questions with 1984 response results by grade level; (2) survey questions with frequency responses, mean scores and chi-square test results for each survey; and (3) mean scores per grade per year with analysis of variance and linearity significance levels. (BS)

Barnes, Robert W.; And Others
An Evaluation of the Youth Awareness Program (YAP), School Year 1983-84.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE- Sep 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Career Guidance; *Counseling Services; *Delinquency Prevention; Disadvantaged Youth; *Drug Education; High School Students; Program Effectiveness; Program Evaluation; School Community Programs; Secondary Education; *Sex Education; Urban Education
IDENTIFIERS- *District of Columbia Public Schools; *Youth Awareness Program DC

This paper evaluates the Youth Awareness Program (YAP), a joint effort of District of Columbia Public Schools and the Metropolitan Police Department, which focuses on helping high school students make appropriate decisions about sex, drugs, crime, and careers and motivating students toward positive behaviors. The separate contributions of the school district and police department are outlined, and then the program, as conducted in two junior and two senior high schools and involving over 800 students, is described. Utilizing a number of strategies (including interviews, discussions, multi-media, field trips, and a variety of counseling techniques), YAP teachers and community resource representatives conducted classes twice a week throughout one semester. Program goals are detailed, and a collection of instruments is presented for: (1) evaluating the general effectiveness of the program; (2) measuring changes in the knowledge, attitude, and behavior of YAP students; and (3) gathering students' and instructors' opinions about the program. Results include student performance scores on pretests and posttests and a summary of (largely favorable) responses from YAP students, implementers, facilitators, consultants, and visiting instructors. A discussion of these findings asserts that YAP students made positive gains in both knowledge and attitudes, although some negative evaluation comments were heard. The program is found to be successful and cost-effective as presently organized. Recommendations include revision of the student behavior profile, use of machine-scored answer sheets for general student data, and formal feed-back for parents and regular classroom teachers. Appendices include the Planning, Monitoring and Implementation (PMI) Schema and Report; a list of participating schools; and a list of participating agencies and services. (KH)

Effectiveness; Program Evaluation; *Spanish Speaking; Staff
Development; *Transitional Programs
IDENTIFIERS- New York (New York); *Project Superemos NY

Project Superemos, in its final year of a two-year funding cycle, provided instruction in English as a Second Language (ESL) and native language skills, as well as bilingual instruction in mathematics, science, and social studies, to approximately 125 Spanish speaking students of limited English proficiency (LEP) in grades 9 and 10. The project's overall goal was to enable LEP students to progress in both academic subjects and in English proficiency through specialized academic training and special attention to the affective domain. Based on this goal, students studied their native language while learning English; they were mainstreamed gradually by increasing their exposure to English and decreasing the use of Spanish. Program activities also included the development of curriculum materials for mathematics and for the employability skills course; development of a new bilingual social studies course; staff development; academic, personal, and group guidance and tutorial services; and parent involvement activities. Quantitative analysis of student achievement indicated (1) varying degrees of success in meeting program objectives in English and Spanish, (2) overall achievement of objectives by ninth graders in science (fall and spring) and social studies (fall) and by tenth graders in social studies (spring); and (3) significantly higher attendance rates among program students as compared to mainstream students. Recommendations focus on strengthening curricula and the tutorial program, disseminating the program's holding power activities, disseminating curricula to other bilingual resource centers, ensuring that evaluation data are collected and reported as proposed, and utilizing student performance data in planning evaluation objectives for future services to LEP students. (GC)

ED 250 430 UD 023 895

Cotayo, Armando; Sica, Michael
Part West High School "At Your Service," 1982-1983. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Mar 84
NOTE- 90p.; Published by the O.E.E. Bilingual Education Evaluation Unit. Some pages may not reproduce well. For related documents, see ED 216 029 and ED 230 635.

also confirmed the positive correlations between achievement in science and intelligence quotients (sample = +0.50; girls = +0.55; boys = +0.46) as obtained by others in previous studies. (The student questionnaire and science achievement test used are included in appendices.) (Author/JN)

ED 250 155 SE 045 128

VanDevender, Evelyn M.; Rice, Dale R.

The Effect of Three Types of Brain-Based Instruction on the Mathematics Achievement and Attitudes of Second Grade Students.

PUB DATE- 4 Sep 84

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Research; Elementary Education; *Elementary School Mathematics; Geometric Concepts; [illegible]de 2; *Manipulative Materials; Mathematics Achievement; *Mathematics Instruction; Measurement; Student Attitudes; *Teaching Methods; *Textbooks

IDENTIFIERS- *Brain Research; *Mathematics Education Research

This study explored the effects of a left-hemispheric, right-hemispheric, or integrated teaching approach on students' achievement and attitudes. One hundred eighteen second-grade pupils were randomly assigned to four groups to receive two weeks of instruction on geometry and measurement with: (1) a formalized, structured-textbook approach; (2) a variety of hands-on, manipulative activities without use of a textbook; (3) a textbook and manipulative approach; or (4) no instruction on the mathematics unit. Half of the pupils took the pretests and half took the posttests. The greatest gain in achievement and attitudes occurred with the manipulative approach (right hemispheric), while the textbook approach (left hemispheric) resulted in the least gains. (MNS)

ED 250 156 SE 045 129

objectives and on using various types of materials; (4) providing for individual differences and designing the mathematics curriculum, with sections on slow learners, talented pupils, learning activities, other ways of providing for individual differences, and scope; (5) principles of learning and the mathematics curriculum, with comments on purpose, interest, problem solving, meaningful learning, individual differences, mathematics concepts, decision-making, and evaluation; (6) mathematics and the learner; (7) change in education; (8) inservice education and the computer; (9) innovation, technology, and the mathematics curriculum; (10) knowledge of results, with comments on evaluation procedures, behaviorism, and humanism; and (11) evaluating achievement in mathematics, including the use of observations, checklists, teacher-made tests, standardized tests, work samples, parent-teacher conferences, tape recorders, pupils' responses, and pupil-teacher conferences. Some chapters provide selected references. (MNS)

ED 250 170 SE 045 146

Dennis, Sue Shirah

Are Low Stress Algorithms in Addition and Subtraction a Solution to More Than Math Problems?

PUB DATE- Nov 84

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Addition; *Algorithms; Cognitive Processes; Computation; Elementary Education; *Elementary School Mathematics; *Fractions; Mathematics Instruction; Remedial Instruction; *Subtraction; *Teaching Methods

Use of low-stress algorithms to reduce the cognitive load on students is advocated. The low-stress algorithm for addition developed by Hutchings is detailed first. Then a variation on the usual algorithm is proposed: adding from left to right, writing the partial sum for each stage. Next, a "quick addition" method for adding fractions proposed by Spitler is illustrated. Attention is then turned to subtraction, with the conventional decomposition algorithm shown, followed by Hutchings' low-stress algorithm. Then an algorithm proposed by Brown, involving no "borrowing," is presented. It is suggested that alternative algorithms should be

IDENTIFIERS- *Alberta

The objective of this environmental studies unit is to establish a water quality monitoring project for high school students in Alberta while simultaneously providing a unit which meets the objectives of the Biology 20 program (and which may also be used in Biology 10 and 30). Through this project, students assist in the collection, identification, and tabulation of the invertebrate fauna of selected Alberta rivers. The project not only develops an awareness and critical understanding of the environment and current social problems (such as pollution), while contributing to the development of vocational knowledge and skills, but also represents an additional attempt by Alberta Environment to accumulate scientifically reliable information to determine areas of concern and whether remedial action is necessary. This teaching guide includes: information on materials and methods supplementary to information in the student manual; teacher and student preparation for field and laboratory activities; sampling procedures; a description of physical and chemical field studies; suggestions for further investigation; an outline for a student research paper; and a bibliography for teachers. (JN)

ED 250 184 SE 045 161

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Student Manual.

Alberta Environment, Edmonton. Environmental Education Resources Branch.

PUB DATE- Feb 84

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Biology; Ecology; *Environmental Education; Field Trips; High Schools; *Laboratory Procedures; Science Education; *Science Experiments; *Secondary School Science; Units of Study; Water Pollution; *Water Quality

IDENTIFIERS- *Alberta

The objective of this environmental studies unit is to establish a water quality monitoring project for high school students in Alberta while simultaneously providing a unit which meets the objectives of the Biology 20 program (and which may also be used in Biology 10 and 30). Through this project, students assist in the

ED 250 198 SE 045 177

Cartledge, Carolyn M.
Improving Female Mathematics Achievement.
PUB DATE- 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Higher Education; *Literature Reviews; Mathematics Achievement; *Mathematics Anxiety; *Mathematics Education; *Mathematics Instruction; Psychological Studies; *Sex Differences; Social Influences; *Spatial Ability; Student Attitudes
IDENTIFIERS- *Mathematics Education Research

The superiority of males in mathematics achievement from grades eight through college is evident, and the following causes of sex differences in mathematics achievement are considered in the paper: spatial ability, enrollment in mathematics courses, social factors, anxiety, attitudes, and developmental differences between the sexes. Alleviating the differences is presented by addressing the need for females to study more mathematics, to improve in spatial visualization, to decrease math anxiety, and to overcome social factors which singularly and in combination hinder the mathematical achievement and advancement of females throughout their lives. Educators, parents and students must recognize the problem, understand the nature and causes of the problem, and then attack the problem from a multi-faceted perspective addressing both the needs of the students and the causes that have produced the existing differences in achievement. (Author)

ED 250 199 SE 045 178

The Earth's Core: How Does It Work? Perspectives in Science. Number 1.
Carnegie Institution of Washington, Washington, DC.
PUB DATE- 84
NOTE- 35p.

include direct instruction, guided discovery, laboratory work, small-group discussions, nondirective instruction, and individual work. This nine-part PSM book for grade 7 consists of activities arranged under these headings: getting started (which focuses on five basic problem-solving skills); drill and practice--whole number; drill and practice--fractions; drill and practice--decimals; percent sense; factors, multiples, and primes; measurement--volume, area, and perimeter; probability; and challenges (16 problems in which students select the problem-solving method to use). Each of these parts has an overview teacher commentary, which includes information on PSM philosophy and suggestions as to how the activities within the part should be used. In addition, each activity includes mathematics teaching objectives, problem-solving skills students might use, materials needed, comments and suggestions, and answers. General information on the PSM program and PSM strategies are provided in an introduction. (JN)

ED 250 212 SE 045 245

Brannan, Richard; And Others

Problem Solving in Mathematics, Grade 8. Lane County Mathematics Project. With Teacher's Commentary and Answers.

Lane County Education Service District, Eygene, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Office of Policy and Program Development.

REPORT NO.- ISBN-0-86651-185-7

PUB DATE- 83

NOTE- 258p.; For related documents, see SE 045 241-248 In-service audio cassette tapes, which provide indepth guidance on using the PSM grade-level books, are available for loan upon request.

AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($18.95, $120.00 for entire set; audio-cassette tapes no charge, on 2-week loan).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Calculators; Equations (Mathematics); *Geometry; Grade 8; Integers; Junior High Schools; *Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Percentage; Probability; *Problem Solving; *Secondary School Mathematics; Skill Development

ED 250 224 SO 015 923

Smith, Roger B.
Humanities and Business: The Twain Shall Meet--But How?
PUB DATE- 21 May 84
NOTE- 9p.; Keynote address given at the Conference on the Humanities and Careers in Business (Evanston, IL, May 21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; *Business Education; *Career Guidance; Comparative Analysis; *Educational Needs; *Employment Opportunities; Higher Education; Humanities; *Humanities Instruction; Interdisciplinary Approach; Job Placement; *Relevance (Education); Skill Development; Transfer of Training

Similarities and differences between business and the humanities are examined, and steps for improving the job possibilities of humanities students in the business world are proposed. People trained in the humanities will find many of their skills to be highly applicable in business careers. Studying the humanities provides students with a sense of perspective and an appreciation of creativity and helps them develop interpersonal skills and a respect for quality and excellence. But the humanities and business view the world in fundamentally different ways, specifically with regard to the nature of the community, the nature of their intellectual activity, their relationships with time, the nature of their goals and ideals, and the importance of innovation. Students who aspire to business careers must be made aware of the similarities and differences between humanistic and business values. To improve job placement, corporate human resource professionals and college placement counselors must be made aware of the differences between the two disciplines and learn about humanities majors who have successfully managed to apply their skills to the business world. (RM)

ED 250 225 SO 015 924

Selected Exemplary Projects in the Humanities.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- Feb 84
NOTE- 45p.

48105 ($22.00).
LANGUAGE- English
EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- *African Culture; *African History; Comparative Education; *Cultural Influences; Developing Nations; *Educational Development; *Educational History; Educational Needs; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; *Modernization; Parochial Schools; Public Education
IDENTIFIERS- Africa; *Ethiopia; Haile Selassie University (Ethiopia)

This study analyzes the dynamics of education and culture as modern schooling is introduced to Ethiopia, imposing on the existing religious education institutions. The first of 17 chapters presents an outline of Ethiopian history. Chapters II-IV present sections on indigenous and church education, renewed conceptions of education, and schooling during the Italian occupation. A discussion of the administrative and political framework of the postwar period in Chapter V is followed by three chapters dealing with different aspects of Ethiopia's reconstruction period (1941-1951). Chapter IX deals with Ethiopia's recognition of Eritrea as an autonomous territory from 1941-1962. Chapters X and XI focus on consolidation and Ethiopia's 10-year plan for the controlled expansion of education. Chapters XII and XIII deal with education in the continental framework (1962-1973). Chapter XIV discusses the roots of higher education in Ethiopia, while Chapter XV focuses specifically on the national university of Ethiopia--Haile Selassie I University. Recommendations and projections for the next 20 years in Chapter XVI precede a final epilogue on Ethiopia's educational system. Over 200 tables, charts, and maps are included throughout the document. Appendices include an annotated chart tracing educational development from 1905 to 1978, a list of ministers of education and fine arts (1905-1982), and an extensive bibliography listing over 1,000 related resources. (LH)

ED 250 240 SO 015 977

Women in Development: Looking to the Future. Hearing before the Committee on Foreign Relations. United States Senate, Ninety-Eighth Congress, Second Session.
Congress of the U.S., Washington, D.C. Senate.
PUB DATE- 7 Jun 84

IDENTIFIERS- Guam; *Micronesia; Micronesians; *Political History

By focusing on social and cultural backgrounds of the five U.S.-affiliated Micronesian states, this document highlight issues that pertain to education in this region. The first sections deal with the political history of the region, emphasizing the period of U.S. administration from the 1940's to the 1970's. The history of instititonalized education is also outlined, describing political, economic, and demographic factors that affect the future course of Micronesia. The document then examines ethnographic research on the various cultures of Micronesia. Emphasis is placed on aspects of traditional culture which particularly have an impact on education: traditional learning structures; factors in communication and self-presentation; and attitudes toward authority, work, and cultural contact. Traditional leadership structures and status relationships, now competing with the cash economy and status through wealth and education, are also discussed. Separate subsections deal with each of the Federated States of Micronesia (Yap, Truk, Ponape, and Kosrae) as well as the Marshall Islands, the Republic of Belau, the Territory of Guam, and the Commonwealth of the Northern Mariana Islands. The final sections address education in Micronesia, including educational needs and areas for future research and development. A population chart and tables showing trends in urbanization, age distribution, the relationship among languages, and language spoken in the home are provided. A bibliography listing over 180 resources concludes the document. (LH)

ED 250 254 SO 016 028

Bickmore, Kathy; And Others

Alternatives to Violence: A Manual for Teaching Peacemaking to Youth and Adults.

Alternatives to Violence Committee of the Cleveland Friends Meeting, OH.

PUB DATE- May 84

NOTE- 137p.; Assistance provided by the Peace Development Fund, Amherst, MA.

AVAILABLE FROM- Alternatives to Violence Committee of the Cleveland Friends Meeting, 10916 Magnolia Drive, Cleveland, OH 44106 ($6.95, plus $1.00 postage and handling; $4.25, plus postage for nonprofit distributors; quantity discounts available).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

SO 016 038-046.

AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Case Studies; Conflict Resolution; *Court Litigation; *Discipline; Discipline Policy; *Due Process; *Educational Legislation; Learning Activities; *Legal Education; Legal Problems; Lesson Plans; Public Schools; Role Playing; *School Law; Secondary Education; Simulation; Student Rights; Units of Study

IDENTIFIERS- Goss v Lopez; *Law Related Education

One of a series of secondary level teaching units presenting case studies with pro and con analyses of particular legal problems, the document presents a student's lesson plan, a teacher's lesson plan, and a lawyer's lesson plan designed to expose students to the concept of procedural due process with particular reference to the Supreme Court's decision concerning due process requirements in the context of school discipline. Although similar in content, the student and teacher lesson plans are presented separately to facilitate individual or small group work by students and to provide teachers with additional background information. Prior to a lawyer's visit to the classroom, students participate in a mini-role simulation entitled "Suspension." Students then discuss legal statutes concerning suspension, expulsion, and corporal punishment and role play a series of case studies. The lawyer's lesson plan centers around procedural due process requirements in the case, "Goss versus Lopez" and includes thought provoking questions and discussion concerning resolution of the dispute and other related case studies. (LH)

ED 250 268 SO 016 044

Howard, Estelle; And Others

Do You Believe? Religious Rights in the Public Schools. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

Constitutional Rights Foundation, Los Angeles, Calif.

PUB DATE- 77

NOTE- 36p.; For similar lesson plans on different legal issues, see

ED 250 281 SP 025 363

Smith, S. Harold, Ed.; Gray, Howard R., Ed.

Leisure Effects on the Family & Family Effects on Leisure Services. Proceedings of the AALR/AAHPERD Pre-convention Symposium (Anaheim, California, March 29, 1984).

SPONS. AGENCY- American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.

PUB DATE- 29 Mar 84

NOTE- 26p.

AVAILABLE FROM- Brigham Young University, 273 RB, Provo, UT 84062 ($10.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cooperative Planning; Family Counseling; Family Life; *Family Role; *Group Unity; Helping Relationship; *Leisure Education; *Leisure Time; Minority Groups; *Parent Child Relationship; *Parent Role; Recreational Activities; Siblings

The seven papers in this document were presented at a symposium on the family and leisure: (1) "The Humane Human Experience" (Ron Mendell); (2) "Leisure Education: The Role of the Parent in Family Education" (David J. Staniford); (3) "Leisure and the Family: Toward Some Phenomenological Understanding" (Joseph Levy; Adrianne Gilbert; Christine Frank); (4) "The History of Commercial Recreation and its Role in the Provision of Family Recreation" (E. Taylor Ellis and Lynn Masterson); (5) "Family Recreation among the Ethnic Minority in the United States" (Rose Chew); (6) "Family Programs that Foster Family Cohesion" (Craig Kelsey; Robert Sorenson; Howard Gray); and (7) "Developing Leisure Sports for Total Family Participation" (Gene G. Lamke). (JD)

ED 250 282 SP 025 364

Cunningham, Donald J.

What Every Teacher Should Know about Semiotics.

students to engage in collaborative efforts. The program itself serves as a model of a personalized, caring, and supportive community. (DG)

ED 250 296 SP 025 574

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Austin, Texas, October 4-5, 1984).
SPONS. AGENCY- National Commission on Excellence in Teacher Educatio (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 68p.; For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; *Educational Improvement; *Educational Quality; Educational Resources; Elementary Secondary Education; *Futures (of Society); Higher Education; Minimum Competency Testing; Preservice Teacher Education; Schools of Education; *Teacher Education Programs; Teacher Supervision; *Teaching (Occupation)
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Testimony was presented on various issues of restoring excellence to education. The following papers are included in this document: (1) "The Neglected Obligation of the Teaching Profession" (Richard Swain); (2) "Instructional Supervision for Excellence in Education" (Ben M. Harris); (3) "Competency Testing: Excellence without Equity" (G. Pritchy Smith); (4) "The College of Education and Field-Based Experiences in a Teacher Education Program" (Lowell J. Bethel); (5) "Quality Issues in Teacher Education" (John H. Moore); and (6) "Teacher Education in a Learning Society" (Eugene W. Kelly, Jr.). Three additional papers, on the following topics, are also presented: (1) resources for teacher education (Ernest K. Dishner); (2) improving the image of the teaching profession (Frank E. Crawley); and (3) admission requirements for schools of education and entry into the profession (Charles N. Beard, Jr.). (CB)

national plan for restructuring teacher education is presented in the final part. (JD)

ED 250 311 SP 025 589

Jones, Linda Bunnell
Teacher Education: An All-University Responsibility.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 23p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (San Francisco, CA, October 22-23, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; *Educational Responsibility; Higher Education; *Interdisciplinary Approach; *Liberal Arts; Preservice Teacher Education; *Schools of Education; Teacher Education Curriculum; *Teacher Education Programs; *Teacher Effectiveness
IDENTIFIERS- National Commission on Excellence in Teacher Educ

As the public expresses concern over teachers' qualifications to teach academic subjects and as arts and sciences faculty show renewed attention to the public schools, the responsibility for teacher education is being interpreted as one belonging to the entire university. One approach to this interpretation--based on the assumption that what one teaches and how one teaches are fundamentally related--stresses the integration of arts and sciences with professional teacher education. A joint university committee could provide common intellectual experiences as well as concentration in particular subjects together with professional teacher education. Other suggestions for improvement are: (1) integration of professional teacher education with undergraduate preparation; (2) collaboration between professional teacher education faculty and arts and sciences faculty for the evaluation of students for admission to teacher education programs; (3) incentives, social and fiscal, to attract and reward those faculty members who exert efforts to integrate these programs; and (4) a broader concept of the role of the school of education's dean or director. (DG)

the following conclusions were drawn: (1) the survey shows a generally negative perception of the English Language Program; (2) all groups responding perceived themselves as doing a thorough job of implementing the program; (3) more and/or better inservice training is needed; (4) teachers feel there is not adequate time in the school day to implement the program as written; (5) pacing schedules are not appropriate; (6) a well-designed element of homework is needed by the program; and (7) teachers perceive the program as lacking in opportunity for teachers to grow in professional expertise or for students to grow in creativity. Several recommendations for program improvement are made, some of which were instituted immediately after the survey. (BW)

ED 250 326 TM 840 525

Tomblin, Elizabeth A.; And Others

Report of the Evaluation of the Race/Human Relations Program. Student and Staff Program and Long Range Goals. Baseline Year 1982-83. Evaluation Services Department Report No. 348.

San Diego City Schools, Calif. Evaluation Services Dept.

PUB DATE- 26 Jul 83

NOTE- 502p.

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrator Attitudes; Career Choice; Court Litigation; Elementary Secondary Education; Extracurricular Activities; *Human Relations; Inservice Education; *Intergroup Education; *Nondiscriminatory Education; Observation; *Program Evaluation; Racial Integration; *Racial Relations; School Districts; School Surveys; Student Attitudes; Student Leadership; Student Participation; Suspension; Teacher Attitudes

IDENTIFIERS- *San Diego Unified School District CA

In response to a 1982 Superior Court order, a centrally developed, sequential program for improving race/human relations in the San Diego City Schools was developed and field tested or implemented during the 1982-83 school year. This systematic evaluation reports on the student program, "Conflict"; the staff program; and baseline data for program goals. Twenty-four selected schools formed a stratified random sample. Twelve treatment group schools taught conflict materials, and 12 comparison group schools taught identity materials or developed their own program. As multiple evaluation methods were used, each report section describes the design, Followup Studies; Foreign Countries; Parent School Relationship; *Questionnaires; Resource Allocation; *School Community Relationship; *School Organization; *Student Characteristics; *Teacher Attitudes

IDENTIFIERS- *Ontario (North York)

North York defines Special Needs Schools as those in communities characterized by a higher than average percentage of: children under 15 years of age, one parent families, women in the labor force, people whose mother tongue is not English, multiple family housing, or family mobility. During the fall of 1982 the Special Needs Evaluation Committee distributed a questionnaire to all teachers (n=317) in Priority I Special Needs Schools and, for comparison, a sample of teachers (n=283) in Non Special Needs Schools. The questionnaire included three sections: Student Characteristics, School Structure and Staffing, and School-Community Relationships. Fewer Special Needs teachers perceive their students to have serious interpersonal and communication problems than in 1980. Special Needs teachers have a more accurate perception of their students' learning difficulties than earlier. Except in the area of enrichment, the majority of Special Needs teachers see special education as adequately funded. Though Special Needs teachers perceive their work as particularly demanding, morale is higher than in Non Special Needs Schools. Special Needs teachers expressed awareness of communication problems between themselves and parents, but were positive about the school's relationship with community agencies. (BW)

ED 250 341 TM 840 615

Hebert, Yvonne; And Others

Native Indian Language Education to the Victoria--Saanich Region: An Evaluation Report.

SPONS. AGENCY- Greater Victoria School District #61 (British Columbia).; Saanich School District #63, Saanichton (British Columbia).

PUB DATE- Jan 84

NOTE- 192p.; Interviews recorded on cassette are not available with this document. A few pages printed on colored paper may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Canada Natives; Community Support; Curriculum

Krupa, Karen C.; And Others
Identification of Variables Which Affect Student Performance on Examinations for Licensure as a Registered Nurse.
PUB DATE- 83
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Certification; College Entrance Examinations; Correlation; Grade Point Average; Grades (Scholastic); Higher Education; *Nurses; Nursing Education; *Occupational Tests; *Performance Factors; Predictive Validity; Student Characteristics; Student Financial Aid
IDENTIFIERS- East Carolina University NC

A research project was designed to identify factors related to the success or failure of East Carolina University School of Nursing graduates on examinations required for licensure as registered nurses. The data base contained information from the classes of 1979-82 (n=392). It includes scores on the State Board Test Pool Examination (for 1979-1981 graduates) or the National Council Licensure Examination (1982 graduates), demographic variables, loans received, Scholastic Aptitude Test scores, selected grade point averages, nursing and cognate course grades, and National League for Nursing Achievement Test scores. Data are presented, supported by 56 tables, for the relationship of each variable with the licensure examination scores. (BW)

ED 250 356 TM 840 664

Hedin, Diane
The Impact of Experience on Academic Learning: A Summary of Theories and Review of Recent Research.
Institute for Responsive Education, Boston, Mass.
REPORT NO.- IRE-R-9
PUB DATE- 83
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Style; Cross Age Teaching; *Experiential Learning; *Learning Theories; Program Evaluation; Secondary

similar information concerning a group of students, but includes a more detailed numerical presentation of results. Further discussion is needed on the uses and potential uses of these reports. Normative information, information validity data collection methods, and report delivery arrangements need investigation before introducing the profiles as a College Board Service. Appendices contain the questionnaire, Experiences in English inventory, and Summary Report prototypes. (BS)

ED 250 370 TM 840 684

Schmitt, Alicia P.; Crocker, Linda
The Relationship between Test Anxiety and Person Fit Measures.
PUB DATE- Apr 84
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Small print in tables.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; Achievement Tests; Attention; *Goodness of Fit; Junior High Schools; Latent Trait Theory; *Measurement Techniques; Multiple Regression Analysis; Response Style (Tests); *Test Anxiety; Test Norms
IDENTIFIERS- Metropolitan Achievement Tests; *Person Fit Measures; Test Anxiety Scale for Adolescents

This study investigates the relationship between an examinee's test anxiety level, degree of person fit, and ability. Three major types of person fit indices measure the degree of unusual response patterns: norm comparison indices; goodness-of-fit indices; and extended indices. Five different person fit indices were calculated for the results of the Metropolitan Achievement Test (MAT) reading, mathematics, and science subscales of 413 seventh and eighth grade students: (1) the modified caution index; (2) the personal biserial correlation; (3) the norm-conformity index; (4) the Rasch person fit statistic; and (5) the extended caution index. The Test Anxiety Scale for Adolescents (TASA) was administered approximately two weeks prior to the MAT. Data were analyzed by a linear multiple regression analysis. High intercorrelations among the person fit indices confirmed previous finding. Significant interactions between ability and test anxiety demonstrated the moderating effect of ability levels on the person fit measures and test anxiety in citizenship (show concern for the well being and dignity of others; support just law and the rights of all individuals; know the main structure and functions of their governments, participate in democratic civic improvement; understand important world, national, and local civic problems; approach civic decisions rationally; and help and respect their own families) and five broad objectives in social studies (have curiosity about human affairs, use analytic-scientific procedures effectively, be sensitive to creative-intuitive methods of explaining the human condition, have knowledge relevant to the major ideas and concerns of social scientists, and have a reasoned commitment to the values that sustain a free society). (BW)

ED 250 386 TM 840 736

Curriculum Audit Report, Volume I and Volume II.
Harvey Social Research, Ltd., Sherwood Park (Alberta).
PUB DATE- 84
NOTE- 387p.; All 12 appendixes listed in the table of contents are included in this document.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Discrimination; Curriculum Guides; Disabilities; Elementary Secondary Education; Equal Education; Ethnic Discrimination; Evaluation Criteria; Foreign Countries; *Instructional Material Evaluation; *Instructional Materials; *Justice; Religious Discrimination; Resource Materials; Sex Discrimination; *Social Discrimination; Textbooks
IDENTIFIERS- Alberta; *Tolerance

An audit of curricular materials and textbooks in use in schools was undertaken in late 1983 by five branches in Alberta Education: the Curriculum Branch, the Language Services Branch, Special Educational Services, Early Childhood Services, and the Correspondence School. Six Criteria for Judging Tolerance and Understanding were defined as a basis for conducting the audit. Equal rights, including age, ethnicity, disability, religion, and sex, were all addressed. The reviewers looked for evidence of discrimination by commission and by omission. All Programs of Studies, Curriculum Guides, curriculum support materials, prescribed texts, recommended texts, and a sampling of supplementary resources were audited. Over 90 percent of all documents and resources audited received an acceptable rating on

ED 250 401 TM 840 760

Wilson, Bruce L.
The School Assessment Survey: A Data-Based Tool for School Improvement.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 12p.; Small print in Figure 2.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Measures; *Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; *Evaluation Methods; Feedback; Improvement Programs; Profiles; *School Effectiveness; School Surveys; *Teacher Attitudes
IDENTIFIERS- *School Assessment Survey

The school Assessment Survey (SAS) is a validated instrument that both assesses school conditions and provides useful feedback for staff. The SAS is organized around nine key organizational dimensions identified in the literature: (1) Goal Consensus; (2) Facilitative Leadership; (3) Centralization of Influence: Classroom Instruction; (4) Centralization of Influence: Curriculum and Resources; (5) Vertical Communication; (6) Horizontal Communication; (7) Staff Conflict; (8) Student Discipline; and (9) Teaching Behavior. It is administered to all teachers in a group setting. A school profile provides feedback on the overall organizational condition of the school, including normative comparisons with other schools. The SAS is most valuable when incorporated as part of development programs for school improvements which open up the decision making process and focus efforts on a few critical areas. (BS)

ED 250 402 TM 840 761

Dennis, Sonja I.
Stages in the Development of Children's Drawing.

ED 250 416 UD 023 872

Taggart, Robert
Investing in America's Future. A Policy Statement.
National Council on Employment Policy, Washington, DC.
PUB DATE- Aug 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disadvantaged Youth; Economic Factors; *Employment Opportunities; Employment Programs; Government Role; Job Skills; *Job Training; Labor Force Development; Labor Market; *Public Policy; Remedial Programs; Social Services; *Unemployment; *Youth Employment; Youth Opportunities

This paper assesses the youth employment situation from a policymaking perspective. The first of three main sections provides a largely statistical overview of the current youth labor market. The 1980s recession is said to be a depression for youth, especially minority youth. Increases in teenage unemployment are documented, and asserted to be the worst in American history. Some causes, such as the minimum wage cut and new government policies, are considered, and prospects for the future are presented. Some favorable demographic trends are observed, but these, it is pointed out, will not neccessarily solve the problems of youth who lack basic skills and academic credentials. The second section makes proposals for programs based on research and experimentation conducted in the 1970s. These emphasize the interdependency of education and job marketability and call for: (1) assistance beyond basic skills remediation; (2) a more measured expansion of youth programs; and (3) a greater balance among service providers (as to target groups and areas, treatment approaches, and delivery systems). Suggestions are made for establishing standards, creating opportunities and service pyramids, and documenting youth competencies and employer requirements. The third and final section advances a youth strategy for the 1980s that would have three basic thrusts toward (1) the provision of basic skills training; (2) the creation of a national youth service through the implementation of a balanced portfolio of job creation measures; and (3) frameworking the youth labor market through the development of a generally accepted certification of entry employment competency. (KH)

GRANT- G00-800-7091
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Attendance; *Bilingual Education Programs; *Career Awareness; Counseling Services; *Curriculum Development; English (Second Language); High Schools; *Hispanic Americans; Limited English Speaking; Parent Participation; *Program Effectiveness; Program Evaluation; Spanish Speaking; Staff Development
IDENTIFIERS- New York (New York); *Project At Your Service NY

In the third year in its three-year funding cycle, Project "At Your Service" offered bilingual instruction and supportive services to 200 Hispanic students at Park West High School in New York City. The ultimate goal of the program was to develop students' English proficiency and to prepare them to meet the requirements for high school graduation. Among the activities conducted under the program were curriculum materials development and adaptation; student supportive services in the form of guidance and academic counseling, home visits, and career orientation and planning; staff development workshops, lectures, conferences and courses; and outreach to parents. Quantitative analysis of student achievement indicates that, with few exceptions, program students performed well in English language, mathematics, social studies, science, and native language arts, and that their attendance rate was significantly higher than that of the total school population. (GC)

ED 250 431 UD 023 896

DiMartino, Vincent James; Schulman, Robert
Project A.B.C. Bronx Academic Bilingual Career Program, 1982-1983. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Mar 84
NOTE- 70p.; Published by the O.E.E. Bilingual Education Evaluation Unit. For a related document, see ED 234 123.
GRANT- G00-810-4559
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (1[illegible]
DESCRIPTORS- Achievement Gains; Asian Americans; *Bilingual Education Programs; Career Development; *Career Education; Curriculum

Lawlor, Joseph
Artificial Intelligence and Expert Systems.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-84
PUB DATE- 15 Jan 84
NOTE- 43p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Artificial Intelligence; Chemistry; Cognitive Processes; Computer Science; *Computer Software; Engineering; Hazardous Materials; Medicine; Pattern Recognition; *Problem Solving; Robotics; Teaching Methods
IDENTIFIERS- *Expert Systems

Artificial intelligence (AI) is the field of scientific inquiry concerned with designing machine systems that can simulate human mental processes. The field draws upon theoretical constructs from a wide variety of disciplines, including mathematics, psychology, linguistics, neurophysiology, computer science, and electronic engineering. Some of the most promising developments to come out of recent AI research are "expert" systems or computer programs that simulate the problem-solving techniques of human experts in a particular domain. This paper reviews contemporary work in expert systems. It includes: (1) a brief history of AI research; (2) an overview of major lines of inquiry in the field, considering pattern recognition, robotics, and problem-solving; (3) a detailed discussion of the structure, design, and limitations of expert systems; and (4) a discussion of the role that expert systems might play in education. Two appendices are included. The first presents an example of interaction with an expert system; the second lists major systems that are currently in use or under development in the categories of bioengineering, chemistry, computer hardware, computer software, education, engineering, general purpose systems and artificial intelligence utilities, law, manufacturing and industry, mathematics, medicine, the military, and resource exploration. (JN)

ED 250 157 SE 045 130

tried with students who exhibit problems using conventional algorithms, and also for enrichment with other students. (MNS)

ED 250 171 SE 045 147

Brown, William J.
Physical Science in General Education Curriculum Reform.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; Community Colleges; *Curriculum Development; Educational Objectives; *General Education; *Physical Sciences; Problem Solving; Science Curriculum; Science Education; *Science Instruction; *Textbook Content; Two Year Colleges
IDENTIFIERS- *Guided Design

Current interest in the content and methodology of college physical science instruction stems from a recently adopted general education program for Montgomery College, a two-year comprehensive community college. It is contended that physical science should play a major and vital role within the science component requirements of a student's program and that a course may be designed to foster many of the outcomes usually associated with a "broadly educated person." These qualities include: effective communication skills; critical thinking skills; problem-defining and problem-solving skills; and the ability to read, understand, and logically discuss how things work for social as well as for natural systems. This paper, although physical science oriented, provides information of a historic and contemporary nature useful for those seeking new directions in implementing science components for general education programs. Past and present textual and curriculum materials are also examined, focusing on materials appropriate for the physical science component of general education programs. The guided design strategy is discussed (and recommended) since the approach may foster development of the desired outcomes of physical science in general education programs. Guided design, a decision-making/critical thinking strategy, involves course activities organized around the solution of a series of open-ended problems. (JN)

collection, identification, and tabulation of the invertebrate fauna of selected Alberta rivers. The project not only develops an awareness and critical understanding of the environment and current social problems (such as pollution), while contributing to the development of vocational knowledge and skills, but also represents an additional attempt by Alberta Environment to accumulate scientifically reliable information to determine areas of concern and whether remedial action is necessary. This student manual includes information on: (1) field materials and methods (including collecting techniques); (2) laboratory methods, materials, and data analysis techniques; and (3) writing a laboratory report. (JN)

ED 250 185 SE 045 162

Harlen, Wynne; And Others
Science in Schools, Age 11: Report No. 2. Assessment of Performance Unit.
Department of Education and Science, London (England).
PUB DATE- 83
NOTE- 261p.
AVAILABLE FROM- Assessment of Performance Unit, Department of Education and Science, Elizabeth House, York Rd., London SE1 7PH. Available on loan from the ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Science; Elementary School Students; Laboratory Procedures; National Surveys; Observation; *Performance; *Process Education; *Science Activities; Science Education; *Science Experiments; *Sex Differences
IDENTIFIERS- *Great Britain; Science Education Research

This report presents the methodology and findings of a national survey of the performance of approximately 9,000 11-year-old children in science. Performance was assessed in six categories: (1) symbolic representation (reading information from graphs, tables, and charts); (2) use of apparatus and measuring instruments; (3) observation; (4) interpretation and application; (5) design of investigations; and (6) performance of investigations. In addition, findings related to the nature of and provision for science activities in schools are presented. Overall

AVAILABLE FROM- Carnegie Institution of Washington, 1530 P Street, NW, Washington, DC 20005 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Science; *Geology; *Geophysics; Higher Education; High Schools; Matter; Models; *Science Experiments; *Scientific Research; Secondary School Science; *Seismology
IDENTIFIERS- *Core (Earth Structure)

Various research studies designed to enhance knowledge about the earth's core are discussed. Areas addressed include: (1) the discovery of the earth's core; (2) experimental approaches used in studying the earth's core (including shock-wave experiments and experiments at high static pressures), the search for the core's light elements, the possible presence of potassium in the core, and use of the diamond cell for investigating the core; (3) seismic explorations of the core; (4) inhomogeneities at the core-mantle boundary; (5) terrestrial magnetism and the outer core; and (6) theories of inner-earth structure from the perspective of solar system history. Studies of the earth's mantle which may provide additional information about the earth's core are also discussed. They include laboratory experiments with mantle materials and modeling of mantle structure at the Carnegie Institution's Department of Terrestrial Magnetism. It is pointed out that although many questions about the earth's core are still unanswered, the promise of new research tools is vast. Favored by advances in computer modeling and in techniques for experiments at very high pressure, today's scientists seem well-positioned to address these questions about the deep earth. (JN)

ED 250 200 SE 045 220

Basic Principles of Sea and Swell. A Programmed Unit of Instruction.
Maine Maritime Academy, Castine.
PUB DATE- Oct 84
NOTE- 43p.; Prepared by the Department of Arts and Sciences.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Science; Higher Education; *Oceanography; Programed Instructional Materials; Science Education
IDENTIFIERS- *Waves (Water)

IDENTIFIERS- *Problem Solving in Mathematics Project

Problem Solving in Mathematics (PSM), a program of problem-solving lessons for grades 4-9, is designed to be integrated into the regular mathematics program. Although the content objectives of the lessons are similar to those of most textbooks, PSM emphasizes problem-solving skills and a variety of instructional strategies which foster the development of such skills. These strategies include direct instruction, guided discovery, laboratory work, small-group discussions, nondirective instruction, and individual work. This PSM book for grade 8 consists of 11 parts. The first 10 parts contain activities focusing on: five basic problem-solving skills; drill and practice for whole numbers, fractions, and decimals; variation; integer sense; equation solving; measuring with protractors; geometry; calculators; percent estimation; and probability. The last section contains 16 challenge problems in which students select the problem-solving method to use. Each of these parts has an overview teacher commentary, which includes information on PSM philosophy and suggestions as to how the activities within the part should be used. In addition, each activity includes mathematics teaching objectives, problem-solving skills students might use, materials needed, comments and suggestions, and answers. General information on the PSM program and PSM strategies are provided in an introduction. (JN)

ED 250 213 SE 045 246

Brannan, Richard; And Others
Problem Solving in Mathematics, Grade 9. Lane County Mathematics Project. With Teacher's Commentary and Answers.
Lane County Education Service District, Eygene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Office of Policy and Program Development.
REPORT NO.- ISBN-0-86651-186-5
PUB DATE- 83
NOTE- 292p.; For related documents, see SE 045 241-248. In-service audio cassette tapes, which provide indepth guidance on using the PSM grade-level books, are available for loan upon request.
AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($18.95, $120.00 for entire set; audio-cassette tapes no charge, on 2-week loan).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

AVAILABLE FROM- Council of Chief State School Officers, 400 N. Capitol St., N.W. #379, Washington, DC 20001 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Demonstration Programs; Educational Innovation; Elementary Secondary Education; Humanities; *Humanities Instruction; Program Descriptions; Validated Programs

As a result of an earlier project conducted by the Council of Chief State School Officer's Project on Humanities and the Schools, 76 programs in the humanities were identified for their efforts to improve the teaching of humanities between 1972 and 1983. From these projects, 20 exemplary projects were selected for inclusion in this catalog. The programs serve as examples of a variety of ways in which states can contribute to better humanities programs at different levels: elementary, middle, or secondary; urban, suburban, or rural; and/or gifted or general. Some programs concentrate on the development of one humanities discipline such as history or literature, while others pursue the links among various humanities subjects. The brief description of each project includes costs, sources of funding, personnel conducting the program, and numbers of students and faculty served. Outside support from parents, businesses, colleges, humanities councils, and community groups is also included. (LH)

ED 250 226 SO 015 926

Hearing on Women's Educational Equity Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 11 To Extend through Fiscal Year 1989 the Authorization of Appropriations for Certain Education Programs, and for Other Purposes.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE 5 Apr 84
NOTE- 210p.; Contains small type that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Case Studies; Disabilities; Educational Attainment; Educational Legislation; Educational Opportunities; Educational Research; Elementary Secondary

NOTE- 162p.; For 1980 report, see ED 212 893. Document contains small print that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Business; Continuing Education; *Developing Nations; Economic Change; *Economic Development; Economics; *Females; Foreign Countries; *Futures (of Society); Government Role; Hearings; International Cooperation; International Programs; Labor; Mass Media; Private Agencies
IDENTIFIERS- Congress 98th; Women in Development

In this Congressional hearing witnesses explored the roles of government, private agencies, the media, public education, business, and labor in contributing to the further enhancement of the role of women in the economic development of the Third World. Government witnesses were M. Peter McPherson, Agency for International Development and Nancy Clark Reynolds, U.N. Commission on the Status of Women. Current initiatives of the Agency for International Development were inserted for the record. Private group witnesses were Vivian Lowery Derryck, Coalition on Women in Development and National Council of Negro Women; David L. Guyer, American Council of Voluntary Agencies for Foreign Service and Save the Children, Inc.; Patricia Hutar, U.S. Committee for the U.N. Fund for Women; C. Payne Lucas, Africare; and Elise Fiber Smith, Overseas Education Fund. Witnesses for media and public education were Susan Catania, former Illinois State Representative and former Chairwoman, Illinois Women's Year Conference; and Jane Knowles, Association for Women in Development. Business and labor witnesses were Lee H. Bloom, U.S. Council for International Business; Sam Haddad, American Institute for Free Labor Development, AFL-CIO; and Michaela L. Walsh, Women's World Banking. Additional statements were made by representatives from national and international organizations and from universities in the United States. (RM)

ED 250 241 SO 015 978

Cooper, Sandi E.
Women's Participation in European Peace Movements: The Struggle to Prevent World War I.
PUB DATE- Jun 84
NOTE- 40p.; Paper presented at the Berkshire Conference on the History of Women (6th, North Hampton, MA, June 1984).
LANGUAGE- English

Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Conflict; *Conflict Resolution; Controversial Issues (Course Content); Experiential Learning; Global Approach; Interpersonal Communication; Learning Activities; Moral Issues; National Defense; *Peace; *Problem Solving; Secondary Education; Social Control; *Violence

Designed as a guide to teaching an introductory course in creative conflict resolution for adults and teenagers in school and community settings, this resource manual describes active, experiential learning activities. The alternatives to violence course is structured into twenty 45-minute units (a total of 15 hours). Sessions 1-3 examine kinds of violence, the nature of violence, and institutional violence. Session 4 deals with basic responses to conflict and historical cases of nonviolent action. Sessions 5-7 focus on the development of nonviolent alternatives, including active listening, group facilitation and consensus, and negotiation and leadership. Session 8 explores differences between violence and nonviolence and session 9 examines elementary skills necessary for active nonviolent self-defense. Sessions 10-12 deal with confronting violence, alternatives to violence on the community level, and problem solving. In session 13, students apply concepts and skills for interpersonal and community conflict resolution to global problems. A session on nonviolent national defense (session 14) is followed by a session promoting nonviolence as a philosophy or lifestyle. Sessions 16 and 17 relate personal lifestyles to global conflict resolution through problem-solving exercises involving current events. In sessions 18 and 19, students learn to influence the U.S. political system through effective letter-writing and steps toward global nonviolence are discussed. A course evaluation sheet is presented in the final session. The manual concludes with a bibliography, glossary, description of games, and a list of conflict scenarios. (LH)

ED 250 255 SO 016 031

Sublett, Michael D., Ed.; And Others
An Atlas of Illinois State University Affairs.
Illinois State Univ., Normal. Dept. of Geography-Geology.
PUB DATE- 84
NOTE- 44p.
AVAILABLE FROM- Department of Geography-Geology, Illinois State University, Normal, IL 61761 ($1.00).
LANGUAGE- English

SO 016 038-046.
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Case Studies; Conflict Resolution; Constitutional Law; *Court Litigation; Educational Legislation; Learning Activities; *Legal Education; Legal Problems; Lesson Plans; Public Schools; *Religion; Role Playing; *School Law; Secondary Education; State Church Separation; Student Rights; Teacher Rights; Units of Study
IDENTIFIERS- Gaines v Anderson; *Law Related Education; *Religious Freedom

One of a series of secondary level teaching units presenting case studies with pro and con analyses of particular legal problems, the document presents a student's lesson plan, a teacher's lesson plan, a lawyer's lesson plan on religious rights in the public schools. Lessons acquaint students with important First Amendment rights concerning religion as well as the unanswered issue of what limitations are placed upon the religious rights of school teachers. Although similar in content, the student and teacher lesson plans are presented separately to facilitate individual or small group work by students and to provide the teachers with additional background information. Prior to a lawyer's visit to the classroom, students view and discuss a film entitled "Freedom of Religion," consider issues raised by hypothetical cases, and role play a case concerning prayer in public schools brought before the U.S. District Court in Massachusetts ("Gaines versus Anderson"). Teacher materials contain additional case information, reading on court systems, and a simplified view of federal and California court structures. The lawyer's lesson plan provides further questions and discussion concerning case studies, resolution of dispute, and other court cases pertaining to this area of law. (LH)

ED 250 269 SO 016 045

Howard, Estelle; And Others
Gateway: Deportation. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
Constitutional Rights Foundation, Los Angeles, Calif.

PUB DATE- Apr 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Abstract Reasoning; Cognitive Processes; *Concept Formation; *Educational Psychology; *Foundations of Education; Higher Education; Interdisciplinary Approach; Preservice Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- *Semiotics

Semiotics is the science of signs and the structures of signs within which meanings emerge. The process through which these sign structures are built up is called semiosis. Courses commonly taught as foundational to teacher trainers should be imbued with a specific semiotic emphasis. At a general level, teachers may be introduced to the notion of signs and the process of semiosis, and be sensitized to the structures and codes of experience which both they and their students are building as they operate in the world. Thus, the interconnectedness of the concepts taught in foundational courses may be recognized and clarified. This view directs the attention of teachers away from teaching specific bits of knowledge and focuses upon the cultivation of higher intellectual skills. While semiotics is not the only view which leads to this conclusion, it, unlike some others, provides some conceptual tools for analyzing these skills and provides insights into ways in which these skills may be nurtured. (JD)

ED 250 283 SP 025 366

Devlin-Scherer, Roberta
Impact of Developing Teacher Commitment to Behavioral Change.
PUB DATE- Apr 84
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; *Behavior Change; Elementary Secondary Education; Inservice Teacher Education; *Program

ED 250 297 SP 025 575

Peseau, Bruce A.
Resources Allocated to Teacher Education in State Universities and Land-Grant Colleges.
SPONS. AGENCY- National Commission on Excellence in Teacher Educatio (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 53p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (Atlanta, GA, Octobe 15-16, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Report - Research/Technical (143)
DESCRIPTORS- Business Education; Comparative Analysis; Elementary Secondary Education; Engineering Education; *Financial Policy; Higher Education; *Land Grant Universities; Preservice Teacher Education; *Resource Allocation; *State Universities; *Teacher Education Programs
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Data concerning the funding and productivity of teacher education divisions in major state universities and land-grant colleges in the United States are presented. Section I discusses concepts of funding adequacy and equity in public elementary, secondary, and post-secondary education. Data are included on differential weighing of academic programs. Section II presents and analyzes data concerning the principal resource and productivity variables in teacher education in 43 state universities and land-grant colleges for 1982-83. Tables show the comparative relationships of different variables among several institutions. In section III, a comparative analysis is presented of resources and productivity between the colleges of education, engineering, and business administration in a major public university, in the belief that this situation is probably representative of most public universities. Within this section, a statement is developed about the nature of teacher education programs and those two other disciplines. Section IV presents a series of conclusions and recommendations, with an emphasis on the policies needed to improve the preparation of the nation's teachers. (JD)

ED 250 298 SP 025 576

ED 250 312 SP 025 590

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (San Francisco, California, October 22-23, 1984).

SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.

PUB DATE- Oct 84

NOTE- 142p.; For related documents, see SP 025 564-595.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Environment; College School Cooperation; *Educational Change; Elementary Secondary Education; *Futures (of Society); Higher Education; Hispanic Americans; Teacher Certification; *Teacher Education; *Teaching (Occupation)

IDENTIFIERS- National Commission on Excellence in Teacher Educ

Testimony at this hearing included presentations on (or entitled): (1) implications of teacher training for Hispanic Americans (M. Susana Navarro); (2) "My Vision of the Teaching Profession" (Henrietta Schwartz); (3) "Preparing California School Leaders: An Analysis of Supply, Demand, and Training" (William Gerritz, Julia Koppich, James W. Guthrie); (4) "Reform in Teacher Education: The Missing Link" (Fannie Wiley Preston); (5) teacher education in Nevada (Sue Strand); (6) violence (such as physical and psychological abuse and discrimination) in education (Jordan Riak); (7) "Second-Order Change and the Reconceptualization of the Teaching-Learning Process" (Mark Phillips); (8) "Teacher Education at a Crossroad" (Edna Mitchell); (9) teacher certification regulations (Gerald A. Fisher); (10) "A University-Schools Partnership: Prospects and Promises" (Dan Andersen and Bonnie Morgan); (11) educational reform needs (George C. Shaw); and (12) "Some Reflections on the Honorable Profession of Teaching" (Trish Stoddart, David J. Losk, and Charles S. Benson). (CB)

ED 250 313 SP 025 591

findings, conclusions, and recommendations. Part I, the short-range goals, decribes the evaluations of the student program, "Conflict," and the staff developmental program. Part II, the long-range goals (baseline year), reports on racial mixing and quality of interactions through school observations, student participation in school activities and leadership positions, interviews with administrators about institutional procedures, student suspensions, student and staff perception of justice and fairness at the school, and student career goals. Part III discusses findings, conclusions, and recommendations for both the race/human relations program and the evaluative procedures. Fifteen appendices contain the student and staff surveys, the racial relations assessment form, career planning inventories, interview questions, and data on suspensions. (BS)

ED 250 327 TM 840 533

Rule, Judy Gayle

Effects of Multigrade Grouping on Elementary Student Achievement in Reading and Mathematics. RR-48.

Mesa Public Schools, AZ. Dept. of Research and Evaluation.

PUB DATE- May 83

NOTE- 143p.; This paper received the 1984 American Educational Research Association Division H award for Best Report of Instructional Research.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Ability Grouping; Achievement Gains; Achievement Tests; Analysis of Variance; Elementary Education; *Grouping (Instructional Purposes); *Mathematics Achievement; *Multigraded Classes; *Program Evaluation; *Reading Achievement

IDENTIFIERS- California Achievement Tests; *Mesa Public Schools AZ

This study investigated the effects of multigrade classes on student achievement in the Mesa Public Schools in Reading and Mathematics. Student achievement in differing abilities groups and levels was also analyzed. The District formed multigrade classes from adjacent grade levels to reduce class loads and number of teachers. Students retained their grade-level assignments and maintained their grade-specific curricula. The sample included 3,360 third through sixth graders in three groups: multigrade classes; single-grade classes from schools with multigrade classes; and single-grade classes from schools without multigrade classes.

Evaluation; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Interviews; Native Language Instruction; *Program Evaluation; Salish; School Districts; *Second Language Instruction

IDENTIFIERS- *Saanich School District (British Columbia); Wakashan

In two school districts of the Saanich Penninsula, Native Indian Language programs were initiated in 1979 (Victoria) and 1981 (Saanich). The goal of this evaluation were: (1) to determine the factors which affected the implementation of Native Indian Language programs for dialects of two language families (Wakashan, including Kwak'wala and Nuu-chah-nulth; and Salishan, including Songhees, Sencoten, and Halkomelem); (2) to ascertain the support for such programs among Native Indian parents and teachers; and (3) to consider whether the public school is the appropriate agency for Native Indian language programs in the Greater Victoria region. After an introduction to the evaluation and its methods in Chapters 1 and 2, Chapter 3 provides a history and description of Native Indian language education in the region. Chapter 4 presents the major issues and concerns which emerged, including: (1) the development of standards; (2) preparation of Indian language teachers; (3) responses of school staff toward Indian education; and (4) community communication characteristics. A curriculum review, presented as Chapter 5, proposes a set of criteria for evaluating language curriculum materials. Chapter 6 highlights "multiple perspectives" on the school/community relationship extracted from a recorded Saanich community meeting and taped interviews. In Chapter 7, detailed questionnaire information on Native Indian language usage and education and its context are provided. The entire study's findings and recommendations are summarized in Chapter 8, including praise for the instructors and proposals for: curriculum criteria and development; community participation; full certification for teachers; and methods for determining standards for teacher and pupil performance. The appendices include a list of participants, a sample questionnaire, and school district policy statements. (BW)

ED 250 342 TM 840 624

Ziomek, Robert L.; Wright, Benjamin D.

A Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.

Des Moines Public Schools, Iowa.

Education; Student Educational Objectives

This review of the relationship between experiential education and intellectual development/academic learning is organized as follows: first, the theoretical arguments are presented, followed by a review of recent related research. It focuses primarily on experiential education for secondary students, though research on college-level programs is very briefly summarized. The theoretical case considers experiential education as a method of learning, as a guard against meaningless abstraction, as an extension of one's world, and as a stimulus for personal learning. Experiential learning may be viewed as a mode of learning, as a process, or as a style of learning. While the strength of the theoretical case for intellectual development through experiential education is substantial, empirical research to validate these claims is of a more modest scale. The empirical research does underscore two important points: (1) experience-based programs are series of program experiences shaped by individualistic motives; and (2) experiential education programs are often a hidden curriculum expressed largely through vague and imprecise goals. (BW)

ED 250 357 TM 840 665

Goldberg, Robert A.; Grier, J. Brown
Individual Differences in Cognition: Verbal Ability, Clustering, and Retrieval Speed.
PUB DATE- Aug 82
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cluster Grouping; *Cognitive Processes; Higher Education; Individual Differences; Reaction Time; *Recall (Psychology); *Verbal Ability; Word Lists

Relationships between verbal ability, semantic category clustering, and speed of retrieval were studied. Lists of 30 words were presented individually to subjects with high- and low-verbal ability under free recall, delayed free recall, and clustering recall conditions. In the first stage of recall, high verbals displayed a significantly higher rate of clustering than low verbals in the clustering recall condition. Low verbals displayed a tendency to cluster at a higher rate than high verbals during the relationship. There was a direct relationship between person fit measures and test anxiety for lower ability examinees and an increasing negative relationship for high ability examinees. For examinees in the average ability ranges, there is little or no relationship between test anxiety and person misfit. The results are interpreted using the Cognitive-Attentional Theory of Test Anxiety. (BS)

ED 250 371 TM 840 686

Pajak, Edward F.; And Others
Role Set Determinants of Teacher Reports of Classroom Behavior.
PUB DATE- Feb 84
NOTE- 23p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (West Palm Beach, FL, February 9-12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Expectation; *Role Perception; *Role Theory; *Self Evaluation (Individuals); Student Needs; Supervisors; *Teacher Attitudes; Teacher Behavior; Teacher Characteristics; *Teacher Evaluation
IDENTIFIERS- Flanders System of Interaction Analysis; *Teacher Expectations

A discrepancy exists between teacher self-appraisal and reports of students and outside observers. Based on role theory this study explored some social correlates of teacher reports of classroom behavior. Data were collected from two sessions (88 teachers) at a staff development center. Teachers reported: (1) occurrence frequencies of nine classroom behaviors; (2) estimates of occurrence frequencies needed by their students and expected by their supervisor and colleagues; and (3) demographic information. Correlation analyses indicate teacher reports of their classroom behavior appear to be related to the perceptions teachers have of the needs and expectations of others in their role set. Teacher teaching experience, grade level, faculty size, and frequency of supervisor contact influence these perceptions. Whether teacher beliefs are accurate is not known. Other research suggests discrepancies between teachers, and between teachers and administrators, about classroom objectives. Further research is needed before implications for practice are clear. (BS) tolerance and understanding. The most common form of discrimination found was an inequitable use of male pronouns and male collective nouns. The most serious omission reported was a failure to recognize people with disabilities in any representative manner. More subtle ethnic discrimination was reported in the form of failure to include specific groups in examples. The recommendations address current steps to be taken in terms of nurturing tolerance and understanding in curriculum documents, in learning resources, and in school activities. Volume II, a collection of interim and final reports, comprises 12 appendixes: Curriculum Audit Focus Statements; Major Criteria and Supplementary Questions; Audit Reporting Form; Curriculum Branch, Language Services Branch, Special Education Services and Early Childhood Services Interim and Final Reports; and Correspondence School Report. (Author/BW)

ED 250 387 TM 840 738

Hanson, Ralph A.; And Others
Development and Verification of Instructionally Sensitive Achievement Tests.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-69
PUB DATE- 15 Dec 80
NOTE- 30p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; *Criterion Referenced Tests; Item Analysis; *Measurement Objectives; Student Evaluation; Student Placement; *Test Construction; *Test Use; Test Validity
IDENTIFIERS- *Test Specifications

Three kinds of instructionally sensitive achievement tests are described which provide useful information on formal schooling proficiencies: placement, progress, and attainment tests. Procedures to design, develop, and empirically verify attainment and placement tests are presented. The methodology is designed to ensure that the test instruments and results serve carefully defined functions and accurately describe and reflect instructional program effects. The specific concepts and skills addressed and the emphasis they receive in the instructional materials and procedures

PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Childrens Art; *Cognitive Development; Cognitive Tests; *Developmental Stages; Elementary Education; *Freehand Drawing; *Short Term Memory
IDENTIFIERS- *Case (R)

Case's cognitive developmental theory was used in an investigation of unconstrained drawings by children 4, 6, 8, and 10 years of age. The objectives were: (1) to look for qualitative changes in drawing at these ages, (2) to relate whatever changes were found to qualitative changes in other tasks during the same period, and (3) to test whether a positive relationship exists between these qualitative changes and changes in working memory. Seventy-five children drew pictures of a boy or girl their age and were administered the Peabody Picture Vocabulary Test, the Mister Cucumber Test and the Opposite Test. Two raters scored the drawing by the four substages of Case's dimensional or "categorical" stage. The results confirmed all three hypotheses. Attached are drawings illustrating the four substages and a graph of mean performance scores. (Author/BS)

UD

ED 250 403 UD 022 899

Tollett, Kenneth S.
The Right to Education: Reaganism, Reaganomics, or Human Capital? Occasional Paper, 1983, No. 5.
Howard Univ., Washington, D.C. Inst. for the Study of Educational Policy.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 83

ED 250 417 UD 023 874

Sinensky, Jeffery P.; Kahn, Jill L.
Church-State Separation: Recent Trends and Developments.
B'nai B'rith, New York, N.Y. Anti-Defamation League.
PUB DATE- 84
NOTE- 35p.; For a previous report, see ED 199 824.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Church Role; Constitutional Law; Court Litigation; *Court Role; *Federal Government; *Government Role; *Legislation; Religion; *State Church Separation
IDENTIFIERS- *Establishment Clause

This report analyzes recent cases and legislation in the area of church-state separation. A brief introduction asserts that the Supreme Court's method of evaluating establishment clause controversies is undergoing pervasive changes that have permitted incursions on establishment principles. The rest of the paper, providing support for this interpretation, discusses particular developments within these areas of concern: (1) religious practices in public schools (prayer, student religion clubs, and curriculum); (2) government aid to parochial schools; (3) display of religious symbols on public property; (4) religious discrimination and accomodation (religious discrimination in the military and in public schools, sabbath observer rights, and the Arab boycott of Israel); and (5) public sponsorship of religion (tax exemption for racially discriminatory private schools, church veto power over liquor licenses, and state-employed legislative chaplains). A conclusion argues that government's aid to and sponsorship of religious activities is proliferating. The free exercise clause, it is asserted, does not alter government's obligation to treat all religions neutrally. Rather, it mandates only government respect for each individual's religious beliefs. (KH)

ED 250 418 UD 023 875

Development; English (Second Language); High Schools; Hispanic Americans; *Immigrants; Italian Americans; Limited English Speaking; Native Language Instruction; *Program Effectiveness; Program Evaluation; Staff Development; *Transitional Programs; Vietnamese People
IDENTIFIERS- New York (New York); *Project ABC NY

This multi-site program, in its final year of a two-year funding cycle, provided special resources and supportive services to approximately 200 recently arrived students of limited English proficiency in grades 9-12 at three Bronx (New York) high schools. The project served Vietnamese (Chinese ethnics), Italians, and Hispanics. Services provided by each school, as well as student placement policy, differed among sites. However, all project students were incorporated into each school's regular bilingual program and received instruction in English as a Second Language and native language skills and, where available, bilingual content area instruction. Mainstreaming was done gradually and on an individual basis. The project's stated goal was to "let students acquire practical skills and understand the ways in which bilingualism could work for them." Pre-occupational training was to be offered in students' native languages, but this project component was not implemented. Instructional and supportive services provided under the program included curriculum development, vocational guidance, and extracurricular and career-oriented activities for students. Other components of the program focused on staff development and parent participation. Student achievement data indicate varying degrees in the mastery of objectives and in course performance. In two schools, the attendance rates of program participants were higher than those of the overall school population. (GC)

ED 250 432 UD 023 897

Young, John; And Others
Newton High School Project Capable, 1982-1983. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Apr 84
NOTE- 72p.; Published by the O.E.E. Bilingual Education Evaluation Unit. Appendices may be marginally legible due to small or broken print.
GRANT- G008202845

Yee, Doris K.
The Relationship of Family Environments to Parent Motivation Strategies and Children's Self-Consciousness in the Math Classroom.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 84
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April, 1984). Tables in small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoritarianism; Decision Making; Educational Research; Elementary Secondary Education; *Mathematics Instruction; *Motivation; *Parent Child Relationship; Power Structure; *Psychological Studies; Self Concept; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research

Modified versions of a family decision-making scale were administered to 291 students in grades 4, 5, 7, and 8 and 314 parents to assess their perceptions of the degree to which the child shares power and authority with parents and participates in making decisions at home. Study 1 found support for the hypothesis that parent-child authority relationships are systematically related to the types of strategies parents use to motivate their children in mathematics. Parents from highly conflicted or highly authoritarian family environments relied more on extrinsic motivation practices, while those from highly child self-regulating family environments relied more on intrinsic motivation practices. Parents' preference for certain motivation practices was mediated by their perceptions of their children's mathematics-related attitudes. Study 2 found support for the hypothesis that parent-child authority relationships are systematically related to children's self-consciousness in the mathematics classroom setting. Children from highly authoritarian families reported greater self-consciousness in the mathematics classroom. It was concluded that parent-child authority structures are systematically related to parental behaviors and children's self-assessments. (Author/MNS)

ED 250 158 SE 045 131

Bachelor, Patricia; Buchanan, Aaron
What Students in the Intermediate Grades Don't Know about Fractions

ED 250 172 SE 045 148

Churchman, David

Issues regarding Nonformal Evaluation of Nonformal Education in Zoos.

PUB DATE- Sep 84

NOTE- 19p.; Paper presented at the Biannual Meeting of the International Association of Zoo Educators (Edinburgh, Scotland, September, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Animals; Behavior; Behavior Patterns; Course Descriptions; Educational Research; Evaluation Methods; *Exhibits; Higher Education; *Nonformal Education; *Research Methodology; Science Education; Sex Differences; *Zoos

IDENTIFIERS- Science Education Research

Education is one important role of zoos, but there is relatively little research on the extent to which zoos are serving this role. Traditional methods for collecting and analyzing such information have significant disadvantages in zoo settings and should be supplemented (not replaced) by nonreactive measures. To test this concept, teams of graduate students conducted six different research projects using nonreactive methods to investigate selected behavior of recreational visitors at the Los Angeles Zoo. Brief synopses of each study are provided. These studies focused on: (1) visitor "turning preference" in a zoo; (2) determinants of the holding power of zoo exhibits; (3) sign reading at two zoo exhibits; (4) children's reactions to selected animals in a petting zoo; (5) animal stereotypes; and (6) intergenerational communication. The studies contributed to knowledge of the educational impact of zoos and to development of nonreactive research methods and improved student research abilities while requiring students to work under conditions faced by contract researchers. In addition, the studies provided future students with a more advanced starting point for further research and contributed to zoo-university cooperation. (Discussions of nonreactive research methodology and the course in which the research projects were carried out are included.) (JN)

patterns found were: a higher performance with familiar situations for "observation"; good performance for "symbolic representation" but a wide disparity between forms of such representation; generally good performance for "using apparatus and measuring instruments"; generally good use but often accompanied by poor explanations for "interpreting application"; generalized and partial answers, the most satisfactory types received, for "designing investigations"; and a context-dependent pattern for "performance of investigations." Data on sex differences for these and other categories are also presented and discussed. (Included in appendices are major findings from a similar survey conducted in 1980, the questionnaire used to obtain data on school science activities, and other supporting documentation.) (JN)

ED 2[illegible]0 186 SE 045 165

Karplus, Robert, Ed.
Proceedings of the International Conference for the Psychology of Mathematics Education (4th, Berkeley, California, August 16-17, 1980).
International Group for the Psychology of Mathematics Education.
PUB DATE- 80
NOTE- 436p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Processes; Conference Papers; *Educational Psychology; Educational Research; Elementary Secondary Education; Higher Education; Learning Theories; Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Psychological Studies; Teaching Methods
IDENTIFIERS- *Mathematics Education Research; *Psychology of Mathematics Education

This document contains 58 papers, all of which focus on the psychology of mathematics education. The papers were organized under five general themes: (1) teaching and learning mathematics (17 papers), (2) investigations of mathematical thinking (17 papers), (3) mathematical procedures (12 papers), (4) processes and strategies in the mathematics classroom (11 papers), and (5) The U.S. National Assessment of Educational Progress (1 paper). The papers within each theme appear in the order of presentation at the conference. (MNS)

Whether in carrier flight operations, resupply at sea, antisubmarine warfare, amphibious landings, sea search and rescue or ship routing, sea conditions, at the place and time the operation is being conducted, become vitally important. The success or failure of any operation being conducted in an ocean environment is greatly dependent upon the extent to which the operation is affected by the sea. Therefore, this programmed lesson was developed to help students learn about the life cycle of an ocean wave. The information presented extends from the time of a wave's formation through its dissipation. The program is designed to allow students to progress through the subject matter at their own speed. Since it is written in linear format, it is suggested that students proceed through the program from "frame" to succeeding "frame." A list of lesson objectives is included. (Author/JN)

ED 250 201 SE 045 221

Will, Nancy A., Comp.
Regents Biology Resource Units.
New York State Education Dept., Albany. Bureau of Curriculum Development.
REPORT NO.- NYSED-83-8345
PUB DATE- 84
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Course Descriptions; *Demonstrations (Educational); High Schools; Resource Materials; *Science Careers; Science Curriculum; Science Education; *Science Experiments; *Secondary School Science; Units of Study
IDENTIFIERS- New York; *Regents Biology

This publication provides supplemental information which can be used by the teacher to accompany each unit in the Regents Biology Syllabus. Each unit of the supplement addresses topics and understandings in the corresponding unit of the syllabus. These units are: (1) [illegible] and diversity among living things; (2) maintenance in [illegible]ing things; (3) human physiology; (4) reproduction and development; (5) transmission of traits from generation to generation; (6) evolution; and (7) ecology. Topics listed in the supplement are keyed into major topics and understandings in the syllabus and are treated in three ways:

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Equations (Mathematics); Grade 9; *Graphs; Junior High Schools; *Learning Activities; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Problem Solving; *Secondary School Mathematics; Skill Development
IDENTIFIERS- *Problem Solving in Mathematics Project; Word Problems (Mathematics)

Problem Solving in Mathematics (PSM), a program of problem-solving lessons for grades 4-9, is designed to be integrated into the regular mathematics curriculum. Although the content objectives of the lessons are similar to those of most textbooks, PSM emphasizes problem-solving skills and a variety of instructional strategies which foster the development of such skills. These strategies include direct instruction, guided discovery, laboratory work, small-group discussions, nondirective instruction, and individual work. This PSM book for grade 9 algebra consists of 10 parts. The first nine parts contain activities arranged under these headings: getting started (focusing on five problem-solving skills); algebraic concepts and patterns; algebraic explanations; equation solving; word problems; binomials; graphs and equations; graph investigations; and systems of linear equations. The last section contains 25 challenge problems in which students select the problem-solving method to use. Each of these parts has an overview teacher commentary which includes information on PSM philosophy and suggestions as to how the activities within the part should be used. In addition, each activity includes mathematics teaching objectives, problem-solving skills students might use, materials needed, comments and suggestions, and answers. General information on the PSM program and PSM strategies are provided in an introduction. (JN)

ED 250 214 SE 045 247

Brannan, Richard; And Others
Alternative Problem Solving in Mathematics, Grade 4-6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
Lane County Education Service District, Eygene, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Office of Policy and Program Development.
REPORT NO.- ISBN-0-86651-187-3
PUB DATE- 83
NOTE- 302p.; For related documents, see SE 045 241-248. In-service audio cassette tapes, which provide indepth guidance on using the

Education; *Equal Education; *Females; Higher Education;
Mainstreaming; National Surveys; Nondiscriminatory Education;
Program Descriptions; Program Evaluation; *Sex Discrimination
IDENTIFIERS- *Womens Educational Equity Act

Testimony and research studies supporting the reauthorization of the 1983 Women's Educational Equity Act (WEEA) program are presented. WEEA funds projects which promote quality education for females at all school levels. Statements of the following persons are included: Robert Funk, Disability Rights Education and Defense Fund; Patricia A. Jensen, National Advisory Council on Women's Educational Programs; Barbara Stein, National Coalition for Women and Girls in Education and National Education Association; and Leslie Wolfe, Project on Equal Educational Rights. Prepared statements, letters, and supplemental materials from the following persons are also included: Elaine Burns Chapline, Yonkers, New York; Kathryn Clarenbach, University of Wisconsin; Judith M. Gappa, San Francisco State University; William F. Goodling, Congressman from Pennsylvania; a list of grantees and contact persons from the Women's Educational Equity Act Program; a list of members of the National Advisory Council on Women's Educational Programs; and Pauline W. Tsui, Organization of Chinese American Women. (RM)

ED 250 227 SO 015 932

Parker, Franklin
Israeli Schools: Religious and Secular Problems.
PUB DATE- 10 Oct 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- Arabs; Comparative Education; *Educational History;
Educational Legislation; *Educational Practices; Elementary
Secondary Education; Equal Education; Foreign Countries; Political
Issues; *Politics; Racial Discrimination; Religion; *Religious
Factors
IDENTIFIERS- *Israel

Education in Israel before and after the passage of the State Education Law of 1953 is discussed. Prior to 1953, Israeli political parties operated and had total control over their own schools. Before statehood in 1948, a growing desire for national unity led some major parties to give up their separate schools and

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; Citizen Participation; Conflict Resolution; Demonstrations (Civil); Elementary Secondary Education; *European History; *Females; Feminism; *Organizations (Groups); *Peace; Political Attitudes; Public Affairs Education; Social Action
IDENTIFIERS- *World War I

The role that women played in 19th century and early 20th century European peace movements is examined. European peace societies in the first half of the 19th century began as small citizen groups inspired by religious indignation. Organized peace societies finally took root during the 1860's. For the first three-quarters of the 19th century, women's peace activism was confined mostly to a Paris association organized by Marie Goegg. Toward the end of the century peace movements were galvanized because of the frightening progress of the arms race. Women participated in the peace movement from the 1890's to 1914 in all possible ways. Organizations were developed by and for women in France and Italy. It was in the field of education that women peace activists labored most persistently. Many women, such as Marguerite Selenka, Anna Eckstein, and Bertha von Suttner, became active in international peace movements, organizing massive women's petition and demonstration campaigns and popularizing the movement. In the 1915 Hague meeting called by women they argued for peaceful means of conflict resolution. (RM)

ED 250 242 SO 015 979

Rubin, Laurie
Food First Curriculum: An Integrated Curriculum for Grade 6.
Institute for Food and Development Policy, San Francisco, Calif.
REPORT NO.- ISBN-0-935028-17-X
PUB DATE- 84
NOTE- 156p.
AVAILABLE FROM- Institute for Food and Development Policy, 1885 Mission St., San Francisco, CA 94103 ($12.00, plus 15* postage and handling). For a related document, see ED 191 751.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; *Food; *Global Approach; Grade 6; *Hunger; Instructional Materials; *Interdisciplinary Approach;

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Geography Instruction; Higher Education; Social Science Research; *Space Utilization; *Spatial Relationship (Facilities); Surveys; *Use Studies
IDENTIFIERS- Illinois State University

Twelve reports on the spatial patterns present on the campus of Illinois State University are divided into three sections. Following an introduction, the first section focuses on behavioral patterns such as seating choices made in the university cafeteria or the classroom. Section II deals with the measures people take to save time. A microstudy of pathway usage, studies of jaywalking and choosing a path between two points, and a consideration of the degree to which people obey pedestrian traffic commands are included. The third section involves students choosing to carry out a particular course of action. Studies deal with the relationship between distance to school and bicycle usage, use of the library floors for study purposes, patronage of two fast food restaurants, and elevator use in the university library. Individual studies are accompanied by charts and graphs where appropriate. (LP)

ED 250 256 SO 016 032

Shaver, James P.
Citizenship Education, Global Education, and the Education of Social Studies Teachers.
PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Citizenship Education; *Curriculum Development; Educational Improvement; Educational Objectives; Elementary Secondary Education; Global Approach; Higher Education; *Inservice Teacher Education; Methods Courses; *Preservice Teacher Education; Professional Education; Relevance (Education); *Social Studies; Student Teaching

A major transformation in teacher education must occur if social studies education is to become soundly-based civic education that

PUB DATE- 82
NOTE- 45p.; For similar lesson plans on different legal issues, see SO 016 038-046.
AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Attitude Measures; *Case Studies; Conflict Resolution; Controversial Issues (Course Content); *Court Litigation; Discussion (Teaching Technique); Due Process; *Immigrants; Learning Activities; *Legal Education; Legal Problems; Lesson Plans; Secondary Education; Student Attitudes; *Undocumented Immigrants; Units of Study
IDENTIFIERS- *Deportation; *Law Related Education

One of a series of secondary level teaching units presenting case studies with pro and con analyses of particular legal problems, the document presents a student's lesson plan, a teacher's lesson plan, and a lawyer's lesson plan for examing legal issues concerned with immigration and deportation. The unit exposes students to the quota system (a quantitative restriction on immigration to the United States) and to the rules of treaties entered into by the United States with other countries. Although similar in content, student and teacher lesson plans are presented separately to facilitate independent or small group work among students and to provide additional background information for teachers. Prior to a lawyer's visit to the classroom, students complete an opinion sheet as a means of exploring their attitudes toward immigration, and read an article entitled "A Nation for Immigrants?" An activity and glossary are followed by case study analyses and question answering. Due process rights for aliens are outlined. Teacher materials include a reading on court systems and a simplified view of the federal and California court structures. The lawyer's lesson plan provides further questions and discussion on the case studies, discussion concerning resolution of the dispute, and a listing of related court cases pertaining to immigration and deportation. (LH)

ED 250 270 SO 016 046

Howard, Estelle; And Others

Effectiveness; *Teacher Attitudes; *Teacher Response; *Trainers; *Training Methods; Training Objectives

A study examined the effects of one aspect of trainer behavior on teachers' classroom behavioral change. The trainer behavior studied was elicitation of trainee public commitment. Seventeen teachers participated in a series of workshops from the Stallings' Effective Use of Time program. These workshops were team led by teacher, principal, and university trainers, who were in the process of becoming certified workshop trainers for the program. Relationships of specific teacher commitments to actual behavioral changes were measured by pre- and post-classroom observations, using the Stallings' Observation System (involving snapshots and 5-minute interactions). The focus of observation was on three major elements: (1) trainer commitment-generating activity; (2) trainee discussion of commitment; and (3) trainee response to commitment. Comparisons were made of the behavior and results obtained in the workshops conducted by teachers, by principals, and by university personnel. Based on research on public commitment, the study sought to determine if a relationship exists between teachers' commitment to behavior change and the effectiveness of a teacher training program. (Author/JD)

ED 250 284 SP 025 367

Trumbull, Deborah J.

Influence of Users' Teaching Perspectives on Their Interpretations of a Microcomputer Simulation.

PUB DATE- Apr 84

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Computer Simulation; *Experiential Learning; Higher Education; *Program Effectiveness; Special Education; Teacher Attitudes; *Teacher Response; Teaching Methods

A microcomputer simulation prepared for use within a masters' degree program in special education was examined with three research concerns in mind: (1) whether teachers would perceive the simulation as a viable simulation of classroom reality; (2) whether teachers using the simulation would interpret simulation

Nutter, Norma
Resources Needed for an Excellent Teacher Preparation Program.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 15 Oct 84
NOTE- 26p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (Atlanta, GA, October 15-16, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Needs; *Educational Quality; *Educational Resources; Higher Education; Instructional Materials; *Program Improvement; *Teacher Education Programs; Teacher Educators; *Teaching (Occupation); Teaching Experience
IDENTIFIERS- National Commission on Excellence in Teacher Educ

An excellent teacher education program demands the careful integration of both campus-based and field-based instruction over a substantial amount of time. Teachers must be thoroughly prepared in general academic work and in pedagogy, and they should be exposed to the actualities of the classroom. An excellent teacher education program needs high quality faculty and staff, and needs them in sufficient numbers. The faculty must be highly competent intellectually and well educated in appropriate academic disciplines and in specific areas of pedagogy directly related to their instructional responsibilities. They must also have been experienced and successful teachers of children themselves. Serious consideration should be given to lengthening the teacher preparation program. There is a need to strengthen both academic and performance criteria for prospective teachers. To meet the needs of an excellent teacher education program, more funding is necessary, and better physical and instructional resources are essential. (JD)

ED 250 299 SP 025 577

Galambos, Eva C.
Testing Teachers for Certification and Recertification.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.

Berliner, David C.
Remarks...to the Governor's Task Force on Teacher Education, Meeting at the College of Education, University of Arizona, February 16, 1984.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 16 Feb 84
NOTE- 12p.; Paper submitted to the National Commission on Excellence in Teacher Education. For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Research; Higher Education; Preservice Teacher Education; *Program Improvement; *Research Utilization; *School Role; *Schools of Education; *Teacher Education Programs
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Historically, teaching has been considered an art, not a science, and therefore not subject to scientific analysis. However, there now exists a body of knowledge and a fresh set of conceptions about teaching upon which to base teacher education. Recent and numerous advances in pedagogical knowledge can now be used to provide teacher education with a scientific foundation. Over the last decade or two, the scientific approach to the study of education has been unusually fruitful, though not all of that research has yet been incorporated into teacher education programs. Schools of education at the major state universities should be leading the way in developing new programs of teacher preparation based on research on teaching. Research having implications for teacher preparation is cited in the areas of: time factors in learning; success and positive reinforcement; structuring behavior; pedagogical decision making; classroom management and achievement; and effects of expectations on student performance. (CB)

ED 250 314 **SP 025 592**

Evertson, Carolyn; And Others
The Characteristics of Effective Teacher Preparation Programs: A Review of Research.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.

The 1981 and 1982 California Achievement Tests results were analyzed. Results indicated multigrade classes have no detrimental effects on reading or mathematics achievement with one exception: the mathematics achievement of average students. Using multigrade classes with only average/high students and identifying appropriate instructional techniques was recommended. An eight-page bibliography is included. (BS)

ED 250 328 TM 840 534

Huling, Leslie L.; And Others
A Multi-Dimensional Approach for Assessing Implementation Success. R&D Report No. 3157.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, Canada, April 11-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Attitude Measures; *Educational Innovation; Elementary Education; *Evaluation Methods; Improvement Programs; Measurement Techniques; Models; *Principals; *Program Evaluation; *Program Implementation; Teacher Attitudes
IDENTIFIERS- *Concerns Based Adoption Model; Evaluation Research

The three diagnostic dimensions of the Concerns Based Adoption Model (CBAM) are tools that can evaluate the degree of new program implementation at the classroom level. Implementation success is a function of use/nonuse, appropriate/inappropriate practice, and user concerns about the innovation. These dimensions: Levels of Use (LoU) of the Innovation, Innovation Configurations (IC) and Stages of Concern (SoC) about the Innovation can measure and rank progress for individuals or groups, be combined for a composite ranking, and be used for exploring the relationship between implementation success and change process variables. These procedures were applied to the Principal-Teacher Interaction Study to assess implementation success across nine elementary schools in Colorado, Florida, and California. Study sites varied by principal's approach to facilitation, year of implementation, and innovation being

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 84
NOTE- 69p.; Small print in appendices.
GRANT- NIE-G-82-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cutting Scores; Difficulty Level; Educationally Disadvantaged; Intermediate Grades; Item Analysis; *Latent Trait Theory; Mathematics Achievement; *Remedial Instruction; Remedial Teachers; *Standards; Teacher Attitudes; Test Items; Test Results; *Test Use
IDENTIFIERS- Des Moines Public Schools IA; *Education Consolidation Improvement Act Chapter 1; *Rasch Model; Standard Setting

Techniques such as the norm-referenced and average score techniques, commonly used in the identification of educationally disadvantaged students, are critiqued. This study applied latent trait theory, specifically the Rasch Model, along with teacher judgments relative to the mastery of instructional/test decisions, to derive a standard setting procedure for Chapter 1 programming. Locally designed objectives-based tests, carefully matched to the mathematics curriculum and administered to students in the Des Moines Independent Community School District, were used to identify students in need of remedial assistance in mathematics as well as assessing students' overall mathematics achievement. Twenty-one Chapter 1 teachers participated in the study, 11 at the 4th and 5th grade levels and 10 at the 6th grade level. Teacher judgments of item difficulty were recorded. The study found that results of item calibration analyses confirmed stability of the item difficulty estimates for the tests and the groups of students studied. It further found that the lack of continuing remediation when the results so indicate, can potentially compound their deficiences at the succeeding grade level. Adhering to a predetermined "fixed" standard as opposed to a "floating" standard can affect a student's future learning experiences. (Author/EGS)

ED 250 343 TM 840 626

The Psychometric Entrance Examination of the Universities in Israel. Information Booklet, English Version.
National Inst. for Testing and Evaluation, Jerusalem (Israel).
PUB DATE- Oct 83
NOTE- 67p.

first stage of recall in the free recall condition. These results suggest that verbal ability is related to the strategy individuals choose for organizing information stored in memory. High verbals recalled significantly more words than low verbals in the delayed free recall and clustering recall conditions. These findings are consistent with the hypothesis that verbal ability is positively related to short-term memory storage capacity. High verbals were also faster than low verbals in the time required to orally recall their initial 10 correct words, suggesting that verbal ability is related to the speed of retrieval when relatively "deep" long-term memory processes are involved. (Author)

ED 250 358 TM 840 666

Levine, Michael V.
An Introduction to Multilinear Formula Score Theory. Measurement Series 84-4.
Illinois Univ., Urbana. Model Based Measurement Lab.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 28 Aug 84
NOTE- 68p.
CONTRACT- N00014-79C-0752; N00014-83K-0397
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Ability; Estimation (Mathematics); *Latent Trait Theory; Maximum Likelihood Statistics; Multidimensional Scaling; *Multiple Choice Tests; Regression (Statistics); *Scoring Formulas; Test Bias; Test Items; *Test Theory
IDENTIFIERS- Unidimensionality (Tests)

Formula score theory (FST) associates each multiple choice test with a linear operator and expresses all of the real functions of item response theory as linear combinations of the operator's eigenfunctions. Hard measurement problems can then often be reformulated as easier, standard mathematical problems. For example, the problem of estimating ability distributions from sequences of item responses can be reformulated as maximizing a convex index of goodness of fit defined on a convex set. A major simplification of several theoretical problems has been obtained because the linear mathematics used by the theory has a well-developed generalization to problems involving many variables. For example, a battery of tests measuring several related variables

ED 250 372 TM 840 687

Pine, Gerald J.
School Context, New Contexts and School Change.
PUB DATE- Apr 84
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For detailed report, see ED 248 227.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Change Strategies; Decision Making; Educational Change; Educational Environment; *Group Experience; Interprofessional Relationship; Junior High Schools; Program Improvement; *Teacher Attitudes; *Teamwork

Action Research on Change in Schools (ARCS) was a two-year collaborative action research project involving two groups of middle/junior high school teachers, one in Michigan and one in New Hampshire. While the purpose of the project for the university researchers was to examine individual change within the framework of collaborative action research, the pervasive concern of the teachers throughout the project was school change. Based on these goals, the ARCS teams evolved into "temporary systems," defined as groups of individuals who engage in a joint task for a limited period of time. Peer support, the sharing of ideas, the experience of collegiality and group decision making, were especially prized by the ARCS teachers. The teams created their own operational contexts based on an atmosphere of collegiality and inquiry. By the end of the project, both teams recommended that the context created through the collaborative action research process become the school's context for decision making and initiating change. (BW)

ED 250 373 TM 840 688

Adams, Raymond J.

provide the basis for defining the test and reporting structure. The attainment test development process involves: (1) identifying and analyzing instructional segments; (2) specifying, and representing accurately and proportionately, the skills, concepts and outcome for each segment; and (3) verifying generated prototypical items by analyzing proficiency patterns of prototype test results. After attainment test preparation, placement tests can be developed. Items selected should yield information to differentiate student assignment to the most appropriate initial instructional segment. Preliminary results indicate that the methodology is extendable to a broad range of instructional programs and product systems. (Author/BS)

ED 250 388 TM 840 739

Bolin, Frances
The Effective Teacher: Educational Testing and Measurement as a Curriculum Concern.
PUB DATE- Apr 84
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Educational Quality; Educational Testing; Efficiency; Elementary Secondary Education; *Evaluation Criteria; Performance Factors, Standards; *Teacher Effectiveness; *Teacher Evaluation; Teacher Supervision
IDENTIFIERS- *Barr (A S)

The purpose of this paper is to trace the development of the idea of measurement of pupil growth and achievement as a criterion of teacher effectiveness through the scholarly writings of A. S. Barr (1892-1962). The search for the criterion of teacher efficiency, and later effectiveness, was the professional concern that guided Barr's research for four decades. He directed the Wisconsin Studies of Teacher Effectiveness, which influenced the development of objective-based criteria for teacher effectiveness research. His primary interest was in establishing objective, valid criteria of efficient teaching, and, in doing so, he became involved in the measurement of pupil growth and achievement as a criterion of teacher effectiveness. This paper documents chronologically Barr's

NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - General (140)
DESCRIPTORS- *Civil Liberties; Constitutional Law; Economic Development; *Education; Educational Opportunities; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Government; Government Role; Higher Education; *Human Capital; *Politics of Education; *Public Policy; Social Services
IDENTIFIERS- Bill of Rights; *Reagan Administration

This paper begins with the theme that because education is so important to the exercise of one's fundamental rights and to personal, social, cultural, political, economic, and human development, it is one of the unenumerated rights retained by the American people through Amendment IX of the Bill of Rights. After arguing for the proposition that education is a right, the paper examines how Reagan administration policies undermine education through budget cuts for domestic human services and resource programs, neofederalism, block grants, and expanded support for the military establishment. Finally, economic growth and social and political development are discussed in relation to education; the focus here is upon education as an essential element in human capital development and in the preservation and enhancement of a democratic polity. The overall thesis of this work is that public support for human services and investment, particularly education, is an indispensable part of any realistic program for economic and social recovery. Appended are (a) a short paper by Mary Carter-Williams, entitled "The Challenge to Equal Opportunity in Higher Education"; (b) excerpts from the "AAUP Legislative News," detailing proposed funding cuts under the Reagan Administration; and (c) an essay regarding higher education's major contribution to the nation's economy. Also attached is a bibliography. (CG)

ED 250 404 UD 023 391

President Signs Technical Amendments Bill for Chapters 1 and 2.
Lawyers' Committee for Civil Rights Under Law, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 84
NOTE- 7p.
LANGUAGE- English

Kan, Stephen H.; Liu, William T.

Population Redistribution and Migration of Asian Americans, 1970-1980.

PUB DATE- Mar 84

NOTE- 19p.; Paper prepared for presentation at the annual meeting of the Rural Sociological Society (College Station, TX, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Asian Americans; *Migration Patterns; *Population Distribution; *Racial Distribution; Residential Patterns

IDENTIFIERS- Immigration

This paper uses 1980 Census data to assess the patterns of population redistribution and migration of Asian Americans. Analyzing migration flows, it argues that Asian Americans who immigrated to the United States before 1975 followed a national trend of regional population shift from the Northeast and the North Central to the West and South. However, it is asserted that heavy immigration exerts a strong inverse effect on the redistribution of this population; in 1980, as compared to 1970, it is determined, the West declined in its proportion of Asian population, while the Northeast and the South gained. With the exception of Japanese Americans, all major Asian American groups are said to be much more mobile than Whites, Blacks, and Hispanics, especially in terms of long-distance mobility. It is hypothesized that variations in mobility among individual Asian American groups are related to their length of settlement in the United States, and their level of current immigration. Finally, Asian Americans, who have long been a highly urbanized population, are generally thought now to be settling in suburbs rather than central cities, a point which could not be clarified with the available data. The remainder of this paper contains five statistical tables: (1) Asian Population: 1980 and 1970; (2) Regional Population Distribution by Race, 1980 and 1970; (3) Regional Population Movement by Race and Spanish Origin, 1975-1980; (4) Types of Geographic Mobility by Race and Spanish Origin, 1975-1980; and (5) Migration Streams by Race and Spanish Origin, 1975-1980. (KH)

ED 250 419 UD 023 876

Jones, Leon

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Bilingual Education Programs; Career Awareness; Chinese Americans; English (Second Language); Immigrants; Korean Americans; Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Staff Development; *Transitional Programs; Vietnamese People
IDENTIFIERS- New York (Queens); *Project CAPABLE NY

Project CAPABLE, in its first year of funding, provided instruction in English as a Second Language (ESL) and native language skills, as well as bilingual instruction in science and social studies, to approximately 500 Chinese, Korean, and Vietnamese students in grades 9-12. The program operated at three sites in the New York City borough of Queens: Elmhurst, Long Island City, and Flushing. The project's overall goal was to help students achieve proficiency in English. Upon successful completion of the ESL sequence and bilingual content-area courses, students were considered ready for transfer out of the program. In addition to the instructional services, program activities included academic and personal counseling, career orientation and information, academic evaluation, translation of school materials for parents, and home visits and phone calls. Development activities for staff members, as well as parent participation workshops, were also conducted. Quantitative analyses of student achievement indicated that (1) in English fluency, overall student improvement rates failed to meet program criteria; (2) in English and native language achievement, most program students made significant gains; (3) overall passing rates in science, social studies, and business/vocational courses exceeded program objectives for all language groups; (4) the attendance rate of program students was significantly higher than the average attendance rate of the three high schools. Recommendations focus on materials assessment and development, resource sharing and communication between participants at different high schools, reformulation of program objectives and concurrent assessments of achievement measurement instruments, comparison of program students with mainstream students, and greater staff development. (GC)

ED 250 433 UD 023 898

Cotayo, Armando; Collins, Carla
George Washington High School Bilingual Academic and Career

and What To Do about it.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
REPORT NO.- SWRL-TN-2-83/16
PUB DATE- 3 Oct 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Error Patterns; *Fractions; *Literature Reviews; Mathematics Curriculum; *Mathematics Instruction

Assessment data and other research findings on fractions are briefly reviewed. These indicate that students are able to add and subtract fractions but have substantial difficulty finding and using common denominators. Selected results for nine-year-olds from the first and second national assessments of mathematics are used to portray what students can and cannot do. Implications for instruction are then noted: developing the concepts for fractions earlier, or reversing the sequence of fractions and decimals in the curriculum, is each suggested. (MNS)

ED 250 159 SE 045 132

Perkins, Jannine
Pivotal Skills in Elementary Mathematics Instruction.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
REPORT NO.- SWRL-TN-2-83/25
PUB DATE- 20 Dec 83
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computation; Drills (Practice); Elementary Education; *Elementary School Mathematics; Mathematics Curriculum; *Mathematics Instruction; *Mathematics Skills; Problem Solving; Remedial Instruction; *Textbooks; *Time Factors (Learning)
IDENTIFIERS- *Mathematics Education Research

How seven pivotal skills in elementary school mathematics are treated in five current (1981-1983) textbook series for grades 2-4

ED 250 173 SE 045 149

To Preserve the Sense of Earth from Space. A Report of the Panel on the Information Policy Implications of Archiving Satellite Data, regarding the Archiving Requirements of the Proposed Transfer to the Private Section of the U. S. Civil Space Remote-Sensing Satellite Systems.

National Commission on Libraries and Information Science, Washington, D. C.

PUB DATE- Aug 84
NOTE- 63p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agriculture; *Archives; Communications; *Data; Developing Nations; *Federal Legislation; Federal Programs; Forestry; Geology; Land Use; Research; *Satellites (Aerospace); *Space Sciences; Transportation
IDENTIFIERS- Hydrology; *Land Remote Sensing Commercialization Act 1984; Landsat; *Requests for Proposals

This report presents the results of a 3-month effort to assess the archiving requirements that should be imposed in the event of a transfer of the United States land remote-sensing satellite systems to the private sector. The emphasis is not on judging the desirability of the proposed transfer, but on recommending the requirements that should be included in the government's request for proposals (RFP) from potential bidders. The report is organized into seven sections: (1) background information; (2) the Landsat archive, providing an overview of Landsat spacecraft and sensors and other areas; (3) uses of Landsat data in agriculture, forestry, geology, land use, hydrology and marine resources, pollution monitoring, transportation and communications, developing nations, and basic research; (4) the preliminary assessment; (5) comments on tentative findings and recommendations (including those from selected federal agencies); (6) the draft RFP phase; and (7) reassessment and discussion of findings and 13 final recommendations. Two recommendations made are: the RFP should specify that the U.S. government will bear the responsibility and costs of maintaining an archive for land remote-sensing satellite data; the contractor should provide a basic data set to the U.S. government for the archive. (JN)

ED 250 187 SE 045 166

Backler, Alan
Energy and Economics for the Elementary Grades. Unit I (Grades K-6). Lessons and Activities for the Elementary Grades.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- May 84
NOTE- 121p.; For related documents, see ED 245 889, SE 045 167.
GRANT- DE-FG45-76CS60038
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decision Making; *Economics; Elementary Education; *Energy; *Energy Conservation; *Energy Education; *Learning Activities; Lesson Plans; *Resource Materials
IDENTIFIERS- Energy Education Curriculum Project

Six lessons for students in grades K-3 and six lessons for students in grades 4-6 are presented. These lessons are designed to help students become more aware of the energy choices that they must make in the present and for the future and to understand that the costs of maintaining a specific standard of living and thriving national economy can be controlled with wise energy choices and decisions. Each lesson includes: statement of concept(s) fostered; time requirement; list of materials needed; rationale; instructional objectives; suggested teaching procedure; suggested evaluation strategy; additional activities; and (when applicable) student handouts, worksheets, and transparency masters. Concepts fostered in the lessons are: productive and natural resources; productive resources (labor, capital, natural resources); consumption; opportunity cost; decision-making, and costs and benefits; and opportunity cost. Included is a list of free and inexpensive materials by these subject areas: coal; conservation; economics and energy; electricity; energy (general); energy education; environment; natural gas; nuclear energy; petroleum; renewable energy sources; and synthetic fuels. Also included is a glossary of important energy and economics terms. (JN)

suggested laboratory activities; suggestions for demonstrations; and importance for various careers. In addition, some of the laboratory activities can be used to foster the development of the 16 basic laboratory skills indicated in the introduction to the syllabus. (JN)

ED 250 202 SE 045 222

Chapman, Robert D.; Bondurant, R. Lynn, Jr.
Comet Halley Returns. A Teacher's Guide, 1985-1986.
National Aeronautics and Space Administration, Greenbelt, Md. Goddard Space Flight Center.
REPORT NO.- EP-197
PUB DATE- Jul 84
NOTE- 56p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; *Elementary School Science; Elementary Secondary Education; *Science Activities; Science Education; *Secondary School Science
IDENTIFIERS- *Comets

This booklet was designed as an aid for elementary and secondary school teachers. It is divided into two distinct parts. Part I is a brief tutorial which introduces some of the most important concepts about comets. Areas addressed include: the historical importance of Comet Halley; how comets are found and names; cometary orbits; what Comet Halley will look like; how and when this comet can be viewed; the nature of comets; and Comet Halley in 1910. Part II contains a number of suggested activities built around the comet. These include both classroom exercises and carefully described field work to observe the comet. Guidance is provided on where to look for the comet, how to observe it, and how to photograph it. Virtually every exercise can be done without special equipment; all that is needed is some thought on the part of the teacher to adapt the activities to the appropriate grade level. A list of selected readings is provided at the end of the booklet for those who desire a more in-depth treatment of the subject. (JN)

PSM grade-level books, are available for loan upon request.

AVAILABLE FROM- Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303 ($4.95, $120.00 for entire set; audio-cassette tapes no charge, on 2-week loan).

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Elementary School Mathematics; Geometry; Intermediate Grades; *Learning Activities; *Low Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Problem Solving; Skill Development; *Whole Numbers

IDENTIFIERS- Place Value (Mathematics); *Problem Solving in Mathematics Project; Tangrams; Word Problems (Mathematics)

Problem Solving in Mathematics (PSM), a program of problem-solving lessons for grades 4-9, is designed to be integrated into the regular mathematics curriculum. Although the content objectives of the lessons are similar to those of most textbooks, PSM emphasizes problem-solving skills and a variety of instructional strategies which foster the development of such skills. These strategies include direct instruction, guided discovery, laboratory work, small-group discussions, nondirective instruction, and individual work. This PSM book contains alternative activities for low-achieving students in grades 4-6. They are presented in six sections: (1) drill and practice (with whole numbers); (2) story problems; (3) tangrams; (4) patterns; (5) geometry; and (6) challenge problems (34 problems in which students select the problem-solving method to use). Many of the Activities are similar to activities found in the regular PSM books except that the mathematics computation and length of time needed for completion are scaled down. No grade level suggestions are offered since field tests indicated the activities are appropriate for all three grades. Each activity includes mathematics teaching objectives, problem-solving skills students might use, materials needed, comments and suggestions, and answers. (JN)

merge them into a school system or stream. Three school systems--the General, Religious, and Labor streams--existed in parallel until statehood in 1948, when they were joined by a fourth stream, the Ultra Orthodox (Agudat Israel). The State Education Law, passed in 1953, was a compromise. The various political parties agreed to transfer control of their separate schools to a central Ministry of Education and Culture. The compromise was to retain some religious differentiation in curriculum and school atmosphere within one national school system. Five types of schools were established: state secular, state religious, ultra orthodox, communal settlement schools, and Arab schools. The new law has resulted in less parent involvement in schools, but more equal educational attainment between Ashkenazic and Sephardic Jews. (RM)

ED 250 228 SO 015 949

Easterly, John W., Jr.; Williford, Jo Ann
An Outline of North Carolina History.
North Carolina State Dept. of Cultural Resources, Raleigh. Div. of Archives and History.; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.
PUB DATE- 84
NOTE- 205p.; A reprint of a 1979 publication.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Archives; Constitutional History; Educational History; History Instruction; Local History; Politics; Primary Sources; Resource Materials; Secondary Education; Social History; State Government; *State History; *United States History
IDENTIFIERS- *North Carolina

Designed for teachers and researchers, this comprehensive outline of the history of North Carolina traces the state's history from its earliest Indian occupants to political events occurring during the 1960's. Over 40 chapters are included in the outline. In general, topics deal with expansion and settlement, agriculture and industry, transportation, social order, religious and cultural development, major wars, political development, education, and economic development. Appendices provide researchers with a general overview of types of records located in North Carolina. Appendix 1, an essay entitled "The Nature of the North Carolina State Archives"

Intermediate Grades; Learning Activities; *Social Studies

This integrated social studies curriculum helps grade 6 students learn the paths of the food they eat from farm to table, the roots of hunger here and abroad, and how they can act locally on a global problem. Focusing on the social science aspects of the food system, 35 lessons (50 class hours) designed to be used once or twice a week throughout the school year are provided. Following an introduction, Unit I adds a global perspective to the curriculum, helps provide students with a deeper understanding and acceptance of human differences, and helps students learn creative methods of group problem solving. In Unit II, students study where food comes from, who grows it, and forces affecting it by participating in a variety of activities aimed at acquainting them with farms and farmers. Unit III clarifies student's understanding of the food system by focusing on how and by whom food is processed, packaged, transported, advertised, and sold. Unit IV deals with the root causes of world hunger and provides lessons designed to help children explore why people are hungry in a world of plenty. Unit V looks at the poor and hungry of our own country. Unit VI concludes the curriculum with a positive approach to problem solving as students plan practical steps for making changes happen at a local level. For each activity, a lesson description, related subjects, objectives, materials, step-by-step procedures, possible modifications, and student materials are provided. The guide concludes with an annotated reference list of over 65 resources. (LH)

ED 250 243 SO 015 983

O'Brien, Mary Utne; Ingels, Steven J.
The Development of the Economics Values Inventory. Report to the Foundation for Teaching Economics.
National Opinion Research Center, Chicago, Ill.
PUB DATE- Mar 84
NOTE- 75p.; Prepared for the Foundation for Teaching Economics, San Francisco, CA. Some pages contain small type that may not reproduce clearly.
AVAILABLE FROM- National Opinion Research Center, University of Chicago, 6030 Ellis Ave., Chicago, IL ($3.70, plus postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affective Measures; Attitude Change; *Attitude Measures;

meets the needs of special interests, such as global education, without becoming dominated by those needs, and if teachers are to transcend the textbook so that goal statements are actually reflected in classroom practice. One step in this transformation would be to change the student teaching experience. Research shows that, rather than fulfilling its goal of having preservice teachers apply the model teaching practices they have learned in the classroom, the student teaching experience now serves to socialize prospective teachers into conservative school patterns. If, as Dewey (1916; 1933) noted, people think and learn when faced with problems real to themselves, then it would seem that prospective teachers could learn more if exposed to professional teacher education courses after they have had teaching experiences. This procedure would allow courses to capitalize on the needs teachers perceive as growing out of their own teaching experiences. The coursework that would follow this teaching experience would include a major emphasis on educational philosophy. The gap left in undergraduate education by the transfer of professional education courses to the graduate or inservice level could well be filled by a return to traditional liberal arts education. (LP)

ED 250 257 SO 016 033

Shaver, James P.
Reflections of Citizenship Education and Traditional Social Studies Programs.
PUB DATE- Nov 84
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Critical Thinking; *Curriculum Development; Educational History; *Educational Objectives; Elementary Secondary Education; Skill Development; *Social Studies; Supplementary Reading Materials; Teaching Methods; Textbooks

For the overarching goals of citizenship education to be met, certain reforms and revisions of the standard social studies curriculum must be made. However, it is possible to do a great deal to meet these goals from within the confines of the traditional

With Interest It Comes To...Unconscionable Clauses in Sales Contracts. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

Constitutional Rights Foundation, Los Angeles, Calif.

PUB DATE- 77

NOTE- 42p.; For similar lesson plans on different legal issues, see SO 016 038-045. Figures 13-35 may not reproduce well.

AVAILABLE FROM- Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($4.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Advertising; *Case Studies; Conflict Resolution; *Consumer Education; Consumer Protection; *Contracts; *Court Litigation; Discussion (Teaching Technique); Laws; Learning Activities; *Legal Education; Legal Problems; Legal Responsibility; Lesson Plans; Purchasing; Role Playing; Secondary Education; Simulation; Units of Study

IDENTIFIERS- *Law Related Education; Songs

One of a series of secondary level teaching units presenting case studies with pro and con analysis of particular legal problems, the document presents a student's lesson plan, a teacher's lesson plan, and a lawyer's lesson plan on unconscionable clauses in sales contracts. The unit acquaints students with the operation of sales contracts and commercial transactions, while providing them with an appreciation for the significance of "freedom of contract." Although similar in content, student and teacher lesson plans are presented separately to facilitate independent and small group work by students and to provide additional background information for teachers. Prior to a lawyer's visit to the classroom, students examine hypothetical case studies to determine whether or not a contract exists in each case. Students then discuss a case study with a visiting lawyer, study a list of deceptive sales practices, and read the lyrics of a song entitled "Smiling Faces" (Whitfield & Strong) from the point of view of a consumer. In a final activity, students engage in a role play of a case concerned with sales contracts. Teacher materials include information about section 2-302 of the Uniform Commercial Code, a reading on court systems, and a simplified view of the federal and California court structures. The lawyer's lesson plan presents further questions and discussions concerning case studies, information about the Uniform Commercial Code, and additional hypothetical case studies. (LH) descriptions similarly, or, if differently, how the differences would relate to individual teaching perspectives and pedagogical theories; and (3) whether the behaviorist ideology of the simulation design would affect the way users reacted to it, particularly those users with different ideological allegiances. An analysis is presented of the reactions to the simulation of three experienced special education teachers and two teachers in a masters' degree program in elementary education. Findings indicated that: (1) Experienced teachers were not able to perceive the microcomputer simulation as an adequate representation of school reality; (2) The teachers interpreted the simulation situations in terms of their own ideologies and teaching perspectives; and (3) The simulation did not seem to facilitate experiential learning. (JD)

ED 250 285 SP 025 373

Lieberman, Ann; Miller, Lynne
Teachers, Their World, and Their Work. Implications for School Improvement.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-127-5
PUB DATE- 84
NOTE- 155p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington Street, Alexandria, VA 22314 ($9.50; stock number 611-84334).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Job Satisfaction; Organizational Climate; *Peer Relationship; *Teacher Administrator Relationship; Teacher Behavior; *Teacher Student Relationship; *Teaching (Occupation); *Teaching Conditions

In the first chapter of this book, which deals with the world and work of teachers, themes are explored that capture the essential "dailiness" of working in schools, and a general description is given of what it is like to be a teacher. The cyclical rhythms and patterns of the school year are considered, as are the formal and informal guidelines used by teachers in their interactions with students and school personnel. The social realities of teaching in

PUB DATE- Oct 84
NOTE- 15p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (Atlanta, GA, October 15-16, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Higher Education; *Minimum Competency Testing; *Minority Groups; Quality Control; *Standardized Tests; *Teacher Certification; Teacher Evaluation; Test Bias; Test Norms; *Test Reliability
IDENTIFIERS- National Commission on Excellence in Teacher Educ

An overview is presented of the current status of competency testing for teacher certification. The question of the effect of certification tests on the quality of hired teachers is briefly discussed. Statistics are presented on types of tests used by various states, with particular attention to differences in the cut-off scores for passage of a teacher certification test, whether on a test developed by one state or a nationally-normed test set by individual states. Correlations between the scores on admission tests and subsequent teacher certification test scores in several southern states are analyzed. The structure and validity of some state-developed tests and nationally-normed tests are considered. Also examined are the relatively low test scores of minority groups and the effects of this phenomenon on schools with predominantly minority students. A brief discussion is presented on issues raised by testing for recertification which has been mandated in Arkansas and Texas. (JD)

ED 250 300 SP 025 578

Behling, Herman E., Jr.
Quality Control of Teacher Preparation Programs through the Program Approval Process.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 15 Oct 84
NOTE- 18p.; Seminar paper presented at a Hearing of the National Commission on Excellence in Teacher Education (Atlanta, GA, October 15-16, 1984). For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB DATE- Aug 84
NOTE- 59p.; Paper submitted to the National Commission on Excellence in Teacher Education. For related documents, see SP 025 564-595.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Admission Criteria; Classroom Techniques; Educational Research; Higher Education; *Institutional Characteristics; *Preservice Teacher Education; *Program Effectiveness; Student Motivation; Teacher Education Curriculum; *Teacher Education Programs; Teacher Effectiveness; Teaching Experience; Time Factors (Learning)
IDENTIFIERS- National Commission on Excellence in Teacher Educ

Research was reviewed to identify the characteristics of effective university and college-based programs for educating prospective teachers. Programs were considered effective to the extent that they enhanced the capability of teachers to contribute to student learning. The research reviewed was almost exclusively concerned with the learning of traditional academic subjects, and three types of studies were the focus of the review: (1) studies of the effects of teacher preparation programs on student performance or on teacher behavior; (2) studies of teacher characteristics related to student achievement; and (3) research on effective teaching. The report is built around the following specific issues: (1) teacher preparation programs' ability to teach teachers to teach effectively; (2) overall effects of teacher preparation programs; (3) ability of teacher education programs to teach instructional strategies; (4) admission standards for teacher education programs and for entry into the profession; (4) (5) content of teacher education programs; (6) subject matter expertise and teacher effectiveness; (7) the pedagogy of teaching to teach; and (8) the induction phase of teacher learning. Conclusions drawn from the findings are discussed. (CB)

ED 250 315 SP 025 593

Carlson, Ken
The Teacher Certification Struggle in New Jersey.
SPONS. AGENCY- National Commission on Excellence in Teacher Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 72p.; For appendices, see SP 025 594. For other related documents, see SP 025 564-595.

implemented. Throughout the 1980-81 school year, data were collected from bi-weekly phone calls to principals and four on-site visits. Teacher data were collected using the CBAM diagnostic dimensions. Rankings were done during three 3-day meetings by research staff and school district representatives. Results suggest close monitoring feed back and more interventions will improve implementation success. Principal change facilitator style significantly influenced teacher classroom practice. The appendix details the three diagnostic dimensions of the CBAM. (BS)

ED 250 329 TM 840 536

Testing Results for Minority Isolated Schools. Evaluation Services Department Report No. 350.
San Diego City Schools, Calif. Evaluation Services Dept.
PUB DATE- 83
NOTE- 323p.; For a related document, see ED 210 335.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Achievement Tests; *Basic Skills; Court Litigation; Elementary Secondary Education; Minority Group Children; *Racial Composition; Racial Differences; *School Districts; *School Segregation; Scores; *Test Results
IDENTIFIERS- Comprehensive Tests of Basic Skills; *San Diego Unified School District CA

During spring 1983, approximately 12,000 students who were enrolled in the court-identified minority-isolated (MI) schools in the San Diego City Schools were administered the appropriate levels of the Comprehensive Tests of Basic Skills (CTBS). The content areas of reading, language, and mathematics were assessed. In Grades 5, 7, and 9, all district students in the regular instructional program were also tested using the CTBS and in the fall and winter, Grades 11 and 12 had been tested districtwide. The MI schools continued to show improvement in the basic skill areas measured by the CTBS. Mathematics and language data trended strongly upward in Grades K through 8. Additional data provided for those grade levels tested districtwide indicate that the "margin of difference" between test scores of the MI schools and other schools in the district has been reduced very substantially since the 1979-80 school year, especially at the elementary and junior high levels. Test results for almost all of the ethnic subgroups in the MI schools have

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Abstract Reasoning; *College Entrance Examinations; English (Second Language); Higher Education; Intellectual Disciplines; Knowledge Level; Mathematical Concepts, Multiple Choice Tests; Spatial Ability; *Test Items; Test Wiseness; Verbal Ability
IDENTIFIERS- *Israel

The purpose of this booklet is to explain examination registration procedures and to introduce the Psychometric Entrance Examination so that students will know what to expect, what types of questions they will be asked, and how they will be expected to answer. The aim of the examination is to evaluate a variety of cognitive abilities: verbal, quantitative-numerical, and spatial. It is used to help select those applicants with the best chances of successfully completing their studies. The examination battery includes the following tests: General Knowledge (familiarity with art, history, the social sciences, the natural sciences, etc.), Forms (spatial logic and perception of graphic relationships), Reasoning (comprehension of texts, ability to analyze data, verbal logic, and comprehension of the relationships between words and concepts), Mathematical Comprehension (mathematical reasoning), and English (comprehension of texts and sentences in English). The sample questions which appear in this booklet approximate the types of questions which appear in the examination. Information on guidance and counseling and a list of areas of undergraduate study at the various universities are provided at the end of this booklet. (BW)

ED 250 344 TM 840 641

McDaniel, Patrick L.
New Mexico High School Proficiency Examination (NMHSPE). District Report. 1982-83.
Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.
PUB DATE- 83
NOTE- 84p.; For related documents, see ED 211 563 and TM 840 508.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)

and one test measuring one trait can be analyzed with essentially the same theory. An elementary outline of the basic theory is presented along with a discussion of several illustrative applications. (Author)

ED 250 359 TM 840 667

Reiff, Judith C.

Investigating Reading Preferences, Reading Attitudes, and Teacher Observations of Third Graders.

PUB DATE- Feb 84

NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Style; Individual Differences; Primary Education; Reading Achievement; *Reading Attitudes; Self Concept; *Student Characteristics; Teacher Characteristics; *Teaching Methods

IDENTIFIERS- Learning Style Inventory; Learning Style Preference Checklist; Reading Attitude Inventory (Lewis); Reading Style Inventory (Carbo)

Matching teaching strategies and classroom environment to students' learning preferences has been found to be related to students' self-concept and achievement. By identifying the learning and reading style of each student, the teacher will increase the youngster's chances of being successful, thus having a positive effect on the child's self-concept and cognitive development. The purpose of this study was to describe a practical approach for identifying learning and reading differences in the elementary classroom which could be replicated in any teaching situation. Sixty-five third grade children were administered a Learning Style Inventory, a Reading Style Inventory, and a Reading Attitude Inventory. This investigation demonstrated children have similarities in their learning preferences, but the extent of individual differences continues to warrant further examination. (Author)

Sex Bias in ASAT? ACER Research Monograph No. 24.
Australian Council for Educational Research, Hawthorn.
REPORT NO.- ISBN-0-85563-376-X
PUB DATE- 84
NOTE- 164p.
AVAILABLE FROM- Australian Council for Educational Research Limited, Radford House, Frederick Street, Hawthorn, Victoria 3122.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; College Entrance Examinations; Course Content; Foreign Countries; *National Competency Tests; School Registration; Secondary Education; *Sex Differences; Student Attitudes; *Test Bias; Test Coaching; Test Items; *Test Results
IDENTIFIERS- Australia; *Australian Scholastic Aptitude Tests

The Australian Scholastic Test (ASAT) was first used as a moderating device in the Australian Capitol Territory in 1977. Differences have been observed in the average performance of males and females on the test. The study reported in this monograph investigated the nature and origin of the score differences recorded for ASAT The research focused on five issues: retention rate differences, attitude differences, preparation differences, item bias, and effect of differential course selection. The findings indicated that sex had no significant direct effect on ASAT scores. The observed differences in male and female ASAT scores were related to English ability, experience in mathematics, and confidence in success. The different patterns for staying longer at school could explain much of the observed variations between males and females. (Author)

ED 250 374 TM 840 689

Potter, Ellen F.
Social Problem-Solving in Classrooms.
PUB DATE- Feb 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February 9-12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attribution Theory; Elementary Education; Interpersonal

lifelong research interests including major achievements and shortcomings in his work. (EGS)

ED 250 389 TM 840 740

Follettie, Joseph F.

Effects of Preliminary Directions on Table- and Graph-Using Proficiencies of Upper Elementary Schoolers.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-66
PUB DATE- 22 Sep 80
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Advance Organizers; Analysis of Variance; Comprehension; *Graphs; Intermediate Grades; *Performance Factors; *Tables (Data); Timed Tests
IDENTIFIERS- Accuracy; *Instructions

The effects of cursory preliminary directions on the use of numerical tables, bar graphs, and line graphs by 288 fourth and sixth graders were investigated. Participants received no directions, written directions only, or written directions with assistance where necessary. The undirected table and bar graph users performed moderately well. Their directed counterparts did not perform reliably better. The undirected line graph users performed near a chance accuracy level. Their counterparts receiving written directions with assistance where necessary performed reliably better. Appendices contain: (1) participant characteristics; (2) numerical tables materials; (3) bar graphs materials; (4) line graphs materials; and (4) the means and standard deviations and analysis of variance (ANOVA) results for the three investigations. (Author/BS)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Block Grants; *Disadvantaged; Expenditures; *Federal Aid; *Federal Legislation; *Federal State Relationship; *Resource Allocation; State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Education Consolidation Improvement Act Chapter 2

The President has recently signed a package of technical amendments for Chapters 1 and 2 of the Education Consolidation and Improvement Act of 1981. Among the new provisions are a number which restore some of the targeting flexibility authorizations lost with the creation of Chapter 1. One of the most significant new provisions requires State education agencies to conduct an evaluation of the Chapter 1 programs at least once every two years, and another calls for a national assessment of the Chapter 1 program to be conducted by the Secretary of Education. The "all such children" clause has been deleted from the law in order to remove ambiguity about which children are entitled to special assistance from the school district. Parent involvement in the program is clarified and strengthened by the new legislation; local education agencies are required to have policies assuring parental consultation in the planning, development, and operation of programs. Technical amendments to Chapter 2 contain provisions that strengthen and reinforce local, as opposed to State, control over the use of Chapter 2 funds. (KH)

ED 250 405 UD 023 433

Rodriguez, Orlando
Barriers to Clinical Services among Chronically Mentally Ill Hispanics.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- Oct 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Acculturation; Age; Family Influence; *Hispanic Americans; *Individual Characteristics; *Mental Disorders; *Mental Health Clinics; *Psychiatric Services; *Psychological Services

From Brown to Grove City College: 1954-1984.
PUB DATE- May 84
NOTE- 15p.; Document may be marginally reproducible due to light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Rights; *Desegregation Litigation; Elementary Secondary Education; *Equal Education; Higher Education; Majority Attitudes; *Racial Attitudes; *Racial Integration

The effects of the Brown v. Board of Education of Topeka, Kansas decision of 1954 reached some 160 million people and had implications for about 40 percent of all school children in the United States. The impetus for social reform emanating from this decision extended beyond school children and the public school arena to the civil rights movement of the 1960s and other social movements. Despite this, the implementation of the "Brown" decision has been plagued with imperfection and ineffectiveness. Passage of the Civil Rights Act of 1964 was another milestone in school desegregation efforts; this Act strengthened "Brown" by giving it Federal enforcement initiative. Nonetheless, actual increases in the enrollment of blacks in formerly all-white school took years to achieve. Furthermore, after peaking in the early 1970s, black representation in higher education began to decrease again. The major problem, however, is that even with greater educational opportunities for blacks, school "integration" has not taught black children how to read and to be free, proud, and competent. True integration is, at least, a two-way learning process, and it is the opinion of some individuals that white people in power are not convinced that their children or teachers have anything to learn from blacks. (GC)

ED 250 420 UD 023 878

Manual for Encouraging Parent-Community Involvement in Bilingual Education and English as a Second Language Programs.

Ohio State Dept. of Education, Columbus. Office of Equal Educational Opportunity.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 84
NOTE- 44p.; Sponsored in part by a Transition Program for Refugee Children grant.
LANGUAGE- English

Orientation Program, 1982-1983. O.E.E. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Mar 84
NOTE- 84p.; Published by the O.E.E. Bilingual Education Evaluation Unit. Appendix A may not reproduce well due to broken type. For a related document, see ED 229 496.
GRANT- G00-810-4603
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; *Bilingual Education Programs; Career Awareness; *Career Education; *English (Second Language); Guidance; High Schools; *Hispanic Americans; Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; Spanish Speaking; Staff Development
IDENTIFIERS- *Bilingual Academic Career Orientation Program NY; New York (New York)

This program, in its final year of a two-year funding cycle, offered bilingual instruction and supportive services with a career orientation focus to 250 Hispanic students in grades 9-12. The major program goal was to expedite the acquisition of the English language skills necessary for full mainstreaming within an average period of three years. Mainstreaming was accomplished by placing students in content area courses in their native languages and some English as a Second Language (ESL) classes during the first two years, and then increasing their exposure to English instruction in order to achieve full integration in all-English content area courses by their senior year. Program activities for students, in addition to instructional services, included adaptation of curriculum materials, preparation of a lesson planning guide to include "career infusion" in the teaching of subject areas, academic and personal guidance, home visits and outreach, and outside referrals. Staff development and parent involvement activities also were provided. Quantitative analysis of student achievement indicated that program students (1) made gains in English and Spanish language development; (2) passed content level courses at rates varying from 64 to 96 percent (with the highest passing rates for business/vocational classes); and (3) had higher attendance rates than the general school population. Recommendations focus on increasing Hispanic students' exposure to English, formulating a more explicit school language policy, curriculum and staff development, integrating career activities with curricular areas such as ESL, and formalizing the status of the project director. (GC) is described. The report considers the amount of instruction and practice provided, where it is located in the textbook's year-long sequence of lessons, and the extent to which practice is concentrated in one place or distributed across several units of instruction. Seven tables provide a summarized overview, followed by a discussion, for each of the following areas: addition and subtraction with regrouping, word problems involving addition and subtraction, multiplication and division hard facts, word problems involving multiplication and division, fraction recognition, multiplication and division with one-digit multipliers or divisors, and equivalent fractions. Appendix A contains full data on each textbook series at each appropriate grade level, while Appendix B contains lesson time lines which show exactly where the pivotal instruction occurs. (MNS)

(by Paul P. Hoffman), provides readers with an understanding of broad categories of materials found there. Appendix II, "Resources of the Division of Archives and History," is divided by chapter headings which correspond to chapters in the outline. Appendix III contains information on those materials located within the individual sections that do not easily fit into one specific time frame or category. (LH)

Economics; *Economics Education; Educational Research; Secondary Education; *Student Attitudes; Test Construction; Test Items; *Test Reliability; *Test Validity; Values
IDENTIFIERS- *Economics Values Inventory

Intended to provide information about the development of the Economics Values Inventory (EVI), the report describes considerations that directed development of test items and provides indicators of the reliability and validity of the proposed test instrument. The EVI is recommended as an effective measuring instrument in experimental evaluations of group changes in economic attitudes and values, as well as in other settings in which young people's economic attitudes and values are of interest. Over 35 classrooms from 18 secondary schools (inner city, suburban, rural, public, private, and parochial) in 12 cities across the country participated in this research. Following an introduction in section 1 of the report, section 2 reports on the goals of the research. Section 3 focuses on item development while section 4 is devoted to focus groups and pretests. In sections 5 and 6, pilot study findings are presented concerning the reliability and validity of the EVI. Following a summary (section 7), section 8 focuses on senior high school students as a point of comparison. Conclusions and recommendations in section 9 are accompanied by 16 tables and a list of references. Appendices include the EVI instrument, the EVI for classroom use, the senior high version of the EVI, and individual test item means for junior and senior high school respondents. Findings indicate that the EVI is an easy-to-administer measure of economic attitudes and values with subscales of moderate reliability that cover a range of economic topics and show evidence of strong construct validity. (LH)

social studies textbook and social studies course. In the past, several projects have attempted to do this. The Harvard Project of the 1950's and 1960's was designed on the premise that curriculum development had to take place in the school setting and with the involvement of practicing teachers if the results were to be responsive to school needs. The Utah State University Program, undertaken in the 1960's, culminated in the development of the Analysis of Public Issues Program, a set of supplementary materials for integrating critical thinking skills and analytic concepts into the social studies course. The challenge facing social studies educators today should not be whether to abandon totally the traditional curriculum but how to encourage more of an emphasis on citizenship education within the realistic demands of public school teaching. (LP)

the elementary school are delineated in the second chapter. Case studies of two schools are presented to illuminate differences which may exist in school climates. Chapter 3 points out the sharp difference between teaching at the elementary and secondary school school. Major themes in discussing secondary level teaching include living in a bureaucracy, working with adolescents, and the faculty culture. The problems inherent in relationships between teachers and principals and the responsibilities of leadership are discussed in the fourth chapter. In the fifth chapter, descriptions of school improvement efforts are analyzed. The final chapter explores fundamental realities and needs to be considered in improving inservice teacher education, and the roles of teachers and administrators in these endeavors. (JD)

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Evaluation Methods; Higher Education; Preservice Teacher Education Program Effectiveness; Self Evaluation (Groups); *State Boards of Education; *State Standards; *Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- National Commission on Excellence in Teacher Educ; National Council for Accreditation of Teacher Educ

A recent analysis of on-site college evaluation reports from state evaluation teams shows that colleges have become more sophisticated in developing their own self-study reports and that the teams conducting the reviews have become more professional. Many positive qualitative and quantitative changes in the teacher training programs have been rendered as a result of the state program approval process. The National Council for Accreditation of Teacher Education (NCATE) offers an additional accreditation source. This accreditation differs from the state approval process in that it uses one set of standards for all secondary teacher preparation programs, and these programs are either approved or disapproved in aggregate. NCATE teams are quite small and do not contain a specialist for each program being evaluated. Recently NCATE has been reexamining its program approval process, and a proposal has been made to concentrate review or general and professional education rather than on specific teaching fields. Some state officials question the need for NCATE's assessment of program aspects that have already been evaluated by state teams. (DG)

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Legislation; Education Work Relationship; Higher Education; Preservice Teacher Education; *Relevance (Education); *Required Courses; *State Legislation; *State Standards; Teacher Attitudes; Teacher Background; *Teacher Certification; Teacher Educators; *Teacher Qualifications
IDENTIFIERS- National Commission on Excellence in Teacher Educ; *New Jersey

This paper presents information on the development and adoption of a proposal for changes in teacher certification requirements in New Jersey. The proposal "permits the exclusion of college level professional preparation" for certification of elementary and secondary school teachers. Sections of this report discuss: (1) factors leading to the proposal; (2) reactions to the proposal's announcement; (3) teacher educators' response to the proposal; (4) formation of "opposing camps" for and against the proposal; (5) attempts to refute arguments supporting the proposal; (6) the "Thornburn" study of a teacher's experience at a New Jersey college; (7) the Boyer panel and its two-day meeting to define knowledge needed by beginning teachers; (8) related problems college education programs were having; (9) the Jaroslaw Commission, which worked on a framework for the knowledge identified by the panel; (10) the Lacatena Initiative, a booklet reviewing the year's events, with a cover letter containing suggestions for action; (11) changes made to the proposal; (12) a conference at which teacher preparation was discussed in general terms and in the context of recent developments; and (13) adoption of the proposal. (CB) improved considerably since 1979-80 With only a few exceptions, the average achievement levels of minority students in the MI schools has improved more than those of their ethnic counterparts in the other schools. Appendices include: excerpts of the Integration Plan court orders for 1980-81 and 1982-83, historical baseline data, and detailed CTBS test results. (Author/BW)

DESCRIPTORS- Academic Achievement; *Basic Skills; Curriculum Development; Cutting Scores; Grade 10; High Schools; *Mastery Tests; School Districts; State Programs; *State Standards; *Student Certification; Testing Programs; Test Items; *Test Results
IDENTIFIERS- *Albuquerque Public Schools NM; *New Mexico High School Proficiency Examination; Rasch Scaled Scores

This report summarizes test results for the objective portion of the 1983 New Mexico High School Proficiency Examination (NMHSPE) in the Albuquerque Public School district. The NMHSPE assesses the mastery of skills and knowledge specified in the New Mexico Basic Skills Plan. A basic skill is the ability to apply one of five designated skills (Reading, Communication Mechanics, Problem Solving, Identification of Facts and Terms, and Computation) to one of five content areas (Community Resources, Consumer Economics, Mental and Physical Health, Occupational Knowledge, and Government and Law). Students successfully completing both the objective portion and the writing assessment receive a diploma endorsement and a transcript notation from the State Department of Education. Sophomores failing exam sections may retake them as juniors and seniors. The 1983 NMHSPE contains 146 items and uses a Rasch Scale scoring system. Results detailed include: (1) percentage of sophomores taking and passing the NMHSPE; (2) performance summary for special education students; (3) average percent correct; (4) district performances in content and skill areas; and (5) skill and content area interaction. Using NMHSPE results, all schools should identify curricular priorities related to the New Mexico Basic Skills Plan. Appendices contain NMHSPE goals and objectives, NMHSPE Item Descriptors; and a NMHSPE diploma endorsement facsimile. (BS)

Competence; Problem Solving; *Social Behavior; *Student Evaluation;
*Student Reaction; *Teacher Student Relationship

This paper discusses ways in which problem-solving in social situations differs from and is more difficult than problem-solving in other areas. Some of these ways are that social situations are constantly changing, communication is frequently unclear, and strong emotions are often aroused. Problems related to evaluation are discussed as an example of social problem-solving in classrooms, and strategies used by students to maximize success and minimize failure are described. Strategies are of two kinds: one kind avoids failure by reinterpreting evaluation situations by means such as attributions, modified personal standards, and diminished effort. Another kind of strategy attempts to subvert or manipulate the evaluation process. Implications for teachers are discussed. (Author)

IDENTIFIERS- New York (Bronx); *Services Utilization

Drawing from a conceptual framework which hypothesizes a temporal sequence for persons who are in psychological distress, this paper focuses on two problems faced by chronically mentally ill (CMI) Hispanics in need of clinical services: (1) barriers in seeking follow-up clinical services upon discharge from a psychiatric hospital; and (2) barriers to effective psychiatric treatment. The research upon which the report is based compared data collected in a survey of residents of the Fordham Tremont area of the Bronx, New York City (the community sample), with data from all persons receiving services in November 1982 at Continuing Care, a mental health clinic for CMI patients from the same neighborhood. It was found that most Hispanics who underutilize mental health services do so because they do not recognize or acknowledge symptoms, while a smaller number acknowledge emotional problems but cannot get the services they need. Some evidence also was found for the existence of cultural and institutional barriers to the use of mental health services among Hispanics. Comparison of the community survey and clinic patient data also indicated that different Hispanic subgroups (recent immigrants, less acculturated) are less likely to seek treatment than are younger, better educated Hispanics, but more likely to persist in treatment and to have successful outcomes. Finally, instability in living arrangements was found to have a greater effect on clinical experiences than on utilization of mental health services. Based on these findings, this report presen[illegible] extensive recommendations for increasing the number of CMI Hispan[illegible]tilizing mental health services and for improving treatm[illegible] for CMI Hispanics. (GC)

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingual Education Programs; *Community Involvement; Elementary Secondary Education; *English (Second Language); Needs Assessment; *Parent Participation; Parent School Relationship; *Program Development; *Program Evaluation; Program Implementation; School Community Relationship
IDENTIFIERS- *Ohio

The purpose of this handbook is to provide guidelines for developing and implementing structured parent/community involvement programs in bilingual education and English as a Second Language (ESL) programs in local school districts. Section One concerns the assessment of school, parent, and community needs; this section contains suggestions for data collection as well as sample survey instruments. Section Two addresses the design of goals, objectives, and activities for the parent/community involvement program to be implemented. Section Three deals with the monitoring and evaluation of such programs. Appended to the handbook are (A) profiles of Ohio parent/community involvement programs in Cincinnati, Kettering, and Youngstown, and (B) a list of resource agencies and school districts in the State with similar programs. (GC)

Aanenson, Charles R.
Republic of Indonesia: A Study of the Educational System of the Republic of Indonesia and a Guide to the Academic Placement of Students from the Republic of Indonesia in Educational Institutions of the United States.
129p. 2mf. L2 ED 249 889

Abeti, S. L.
The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.
112p. 2mf. L1 ED 250 154

Abramowitz, Milton, Ed.
Handbook of Mathematical Functions with Formulas, Graphs, and Mathematical Tables. National Bureau of Standards Applied Mathematics Series 55. Tenth Printing.
1076p. 12mf. L1 ED 250 164

Adams, Raymond J.
Sex Bias in ASAT? ACER Research Monograph No. 24.
164p. 2mf. L2 ED 250 373

Adhikarya, Ronny
Reaching Out: The Role of Audio Cassette Communication in Rural Development. Occasional Paper 19.
66p. 1mf. L1 ED 249 943

Aftanas, Marion S.
Measurement Scales and Standard Systems in Psychology.
9p. 1mf. L1 ED 250 398

Ahmed, Mumina M.
Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.
63p. 1mf. L2 ED 250 082

Ahrens, Marjory
Career Development Interpretive Report, 1983-4.
126p. 2mf. L1 ED 250 384

Ainley, John
Staying at High School in Victoria. ACER Research Monograph No. 23.
163p. 2mf. L2 ED 249 647

[illegible]isenstein, Clare
Explorations in High-Risk Stimulation: Two Modalities in Mothering.
17p. 1mf. L1 ED 249 715

Al-Rubaiy, Abdul Amir

Clary, Linda M.
Identifying Metacognitive Social Skills in Young Adults.
18p. 1mf. L2 ED 249 705

Clausen, A. W.
Population Growth and Economic and Social Development.
11p. 1mf. L1 ED 250 234

Clay, Katharine
National Education Practice File. Final Report. Evaluation Report.
430p. 5mf. L1 ED 250 015

Clesca, Monique
Project L'Ouverture, 1982-1983. O.E.E. Evaluation Report.
58p. 1mf. L1 ED 250 428

Cleveland, Harlan
The Costs and Benefits of Openness: Sunshine Laws and Higher Education.
78p. 1mf. L2 ED 249 851

Coburn, Terrence
Calculator Problem Solving. Using Calculators to Teach Mathematics and Problem Solving: A Calculator Resource Manual for Teachers (K-8) and Principals. Second Edition.
p. 31mf. L3 ED 250 150

Cohn, Anne H.
It Shouldn't Hurt to Be a Child.
17p. 1mf. L1 ED 250 106

Cohn, Marilyn R.
Research on the Introduction, Use, and Impact of "ThinkAbout" Instructional Television Series. Volume II. "ThinkAbout": Teacher Use and Student Response in Three Classrooms.
193p. 3mf. L1 ED 249 950

Coldeway, Dan O.
Factors Effecting Learner Motivation in Distance Education: The Interaction between Learner Attributes and Learner Course Performance. REDEAL Research Report #9. Project REDEAL Research and Evaluation of Distance Education for the Adult Learner.
42p. 1mf. L1 ED 249 346
Project REDEAL. Final Report. REDEAL Technical Report #3.
120p. 2mf. L1 ED 249 348

Cole, Michael
Mislabeled, but Not Misidentified. Final Progress Report. 7/1/80-6/30/81.
36p. 1mf. L1 ED 249 740

Colle, Royal D.
Communication Planning for Effective Nutrition Programs.

Grandy, Jerilee
Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT.
24p. 1mf. L2 ED 250 360

Graves, Ben E.
High School for the 21st Century.
11p. 1mf. L1 ED 249 613

Gray, Collen
Peru: A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 896

Gray, Howard R., Ed.
Leisure Effects on the Family & Family Effects on Leisure Services. Proceedings of the AALR/AAHPERD Pre-convention Symposium (Anaheim, California, March 29, 1984).
26p. 1mf. L1 ED 250 281

Grayson, Judith M.
Identifying Effective Practices and Programs: A Guide Book.
94p. 1mf. L1 ED 249 615

Greenberg, Jay N.
Comparing Case Management Systems.
31p. 1mf. L1 ED 249 436

Greene, A. L.
The Present of Things Future, Revisited...Again.
20p. 1mf. L1 ED 249 411

Greenfield, William D.
Sociological Perspectives for Research on Educational Administrators: The Role of the Assistant Principal.
44p. 1mf. L1 ED 249 623

Greeno, James G.
Solving Problems. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 980

Gresham, Robert L.
Student Management on School Buses.
12p. 1mf. L1 ED 249 608

Grier, J. Brown
Individual Differences in Cognition: Verbal Ability, Clustering, and Retrieval Speed.
30p. 1mf. L1 ED 250 357

Griffin, Gary A.
Crossing the Bridge: The First Years of Teaching.

Kravetz, Nathan
Pedagogy and Children's Literature: Amity or Hostility? An Examination of Education and the Literary Arts.
18p. 1mf. L1 ED 249 525

Krupa, Karen C.
Identification of Variables Which Affect Student Performance on Examinations for Licensure as a Registered Nurse.
85p. 1mf. L1 ED 250 355

Kuenzli, Linda A., Ed.
Facilitator's Manual: Summer Transitions. Fifth Edition.
162p. 2mf. L1 ED 249 862

Kunkel, Richard C.
Regional and National Voluntary Accreditation. "The Place and Appropriate Future of National Accreditation."
21p. 1mf. L1 ED 250 309

Kurland, D. Midian
Children's Mental Models of Recursive Logo Programs. Technical Report No. 10.
13p. 1mf. L1 ED 249 929

Educational Software Tools: Designing a Text Editor for Children. Technical Report No. 8.
12p. 1mf. L1 ED 249 928

Logo Programming and the Development of Planning Skills. Technical Report No. 16.
56p. 1mf. L1 ED 249 930

On the Cognitive Effects of Learning Computer Programming: A Critical Look. Technical Report No. 9.
48p. 1mf. L2 ED 249 919

On the Cognitive Prerequisites of Learning Computer Programming. Technical Report No. 18.
94p. 1mf. L1 ED 249 931

Labarca, Angela
Beginning French - Interactants' Communication Strategies.
19p. 1mf. L1 ED 249 798

Lakin, K. C.
Classification of Residential Facilities for Mentally Retarded People. Brief #24.
24p. 1mf. L1 ED 249 693

Trends in Residential Services for Mentally Retarded People: 1977-1982. Brief #23.
21p. 1mf. L1 ED 249 692

Lambert, Richard D.
Beyond Growth: The Next Stage in Language and Area Studies.

Oseguera, A. Anthony
Television Criticism: A Multifarious Approach.
70p. 1mf. L2 ED 249 557

Osielski, Mary Y., Comp.
Science Fiction: An Annotated Bibliography of Selected Resources in the University Libraries SUNY/Albany.
16p. 1mf. L1 ED 249 994

Owens, LaVerne
Franklin Elementary School Tutorial Enrichment Program in Elementary Education.
62p. 1mf. L1 ED 250 075

Owston, R. D.
The Chapel Island Education Evaluation Report. Mi'kmaway School. The Micmac Way.
193p. 3mf. L1 ED 250 323

Page, Garnet T.
Industry's Task--To Keep Nature in Business.
27p. 1mf. L1 ED 250 147

Page, Homer
New Approach to Learning Disability Programs in Post-Secondary Education.
30p. 1mf. L1 ED 249 702

Pajak, Edward F.
Role Set Determinants of Teacher Reports of Classroom Behavior.
23p. 1mf. L1 ED 250 371

Palamar, Mary
Liberal Arts College Learning Skills Program.
32p. 1mf. L1 ED 249 707

Panek, Paul
Relationship between Actual Performance and Perceived Performance across the Life Span.
13p. 1mf. L1 ED 249 44[illegible]

Parker, Francis
Energy and Transportation Lessons for the Senior High Grades.
144p. 2mf. L1 ED 250 191
Energy and Transportation Lessons for the Middle Grades.
103p. 2mf. L1 ED 250 190

Parker, Franklin
Israel: Schools: Religious and Secular Problems.
10p. 1mf. L1 ED 250 227

Parker, Garland G.
Jordan: A Study of the Educational System of Jordan and a Guide to the Academic Placement of Students from Jordan in Educational

Slaymaker, Josephine
CPT Word Processing Instructional Materials.
219p. 3mf. L1 ED 249 360

Sloan, Glenna Davis
The Child as Critic: Teaching Literature in Elementary and Middle Schools. Second Edition.
p. 68mf. L3 ED 249 527

Slotnick, Henry B.
The Study Group: Faculty Helping Themselves to Improve Their Instructional Abilities. College Teaching Monograph.
21p. 1mf. L1 ED 249 908

Smith, B. Othanel
Research Bases for Teacher Education.
24p. 1mf. L1 ED 250 287

Smith, David C.
PROTEACH: An Extended Preservice Teacher Preparation Program.
11p. 1mf. L1 ED 250 317

Smith, Edward L.
The Planning and Teaching Intermediate Science Study: Final Report. Research Series No. 147.
43p. 1mf. L1 ED 250 161

Smith, Eugene
Who Shall Teach English?
12p. 1mf. L1 ED 249 498

Smith, Ian
The Parent as an Informal Teacher. Unit for Child Studies. Selected Papers Number 21.
13p. 1mf. L1 ED 250 089

Smith, Milton L.
Study of the Status of Tenure in the Nation's Public Two-Year Colleges.
9p. 1mf. L1 ED 250 029

Smith, Nancy J.
The Word Processing Approach to Language Experience.
14p. 1mf. L1 ED 249 465

Smith, Roger B.
Humanities and Business: The Twain Shall Meet--But How?
9p. 1mf. L1 ED 250 224

Smith, S. Harold, Ed.
Leisure Effects on the Family & Family Effects on Leisure Services. Proceedings of the AALR/AAHPERD Pre-convention Symposium (Anaheim, California, March 29, 1984).
26p. 1mf. L1 ED 250 281

Zanetti, Dorothy
Energy. A National Need, A National Challenge.
26p. 1mf. L2 ED 250 192

Zawadski, Rick T.
Computerized Information Management in Long-Term Care: A Case Study. Technical Report No. 303.
29p. 1mf. L1 ED 249 442

Zdunich, Louise
Summer Programs for the Severely Handicapped. Evaluation Report.
315p. 4mf. L1 ED 249 758

Zerchykov, Ross, Comp.
Citizen's Notebook for Effective Schools.
373p. 4mf. L1 ED 249 655

Zetlin, Andrea G.
Coping with Adolescence: Perspectives of Retarded Individuals and Their Family.
24p. 1mf. L1 ED 249 689

Zimmerman, Marilyn P.
State of the Art in Early Childhood Music and Research.
25p. 1mf. L1 ED 250 068

Ziomek, Robert L.
Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.
69p. 1mf. L1 ED 250 342

Zuber, Maarit-Hannele
The Sound of English: A Bibliography of Language Recordings.
82p. 1mf. L1 ED 249 508

Juxtapositioning of Major Recommendations in Recent Reform Efforts in American Education.
31p. 1mf. L1 ED 249 653

Aldrich-Langen, Caroline
Australia: A Study of the Educational System of Australia and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
278p. 3mf. L2 ED 249 884

Alexander, Janet
Fifth and Sixth Graders: Their Attitudes about Parents, Peers, School, and Themselves. Skills Essential to Learning Television Projects: Research Report.
23p. 1mf. L1 ED 249 978

Allen, Paula Gunn, Ed.
Studies in American Indian Literature: Critical Essays and Course Designs.
p. 24mf. L3 ED 249 528

Allen, Thomas E.
Out-of-Level Testing with the Stanford Achievement Test (Seventh Edition): A Procedure for Assigning Students to the Correct Battery Level.
45p. 1mf. L1 ED 250 368

Alpert, Judith L.
Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.
26p. 1mf. L1 ED 250 058

Amussen, Susan Dwyer
Gender and the Social Order in Early Modern England.
18p. 1mf L1 ED 250 218

Anderegg, David
Sex Differences in Teachers' Assessments of Their Students' Social Competence.
23p. 1mf. L1 ED 250 102

Andersen, Dan
Tests in Use in California Community Colleges: Standardized Tests Most Used for Placement in English, Reading, ESL, and Math.
28p. 1mf. L1 ED 250 037

Anderson, Charles W.
The Planning and Teaching Intermediate Science Study: Final Report. Research Series No. 147.
43p. 1mf. L1 ED 250 161

Anderson, Dana McCoy
The PLATO Mathematics Curriculum: An Annotated Bibliography for Use with Mildly Handicapped Students.
19p. 1mf. L1 ED 249 736

Anderson, W. Steve
The Rhetoric of the Resume.
10p. 1mf. L1 ED 249 537

Andis, Mary F.

36p. 1mf. L1 ED 249 937

Reaching Out: The Role of Audio Cassette Communication in Rural Development. Occasional Paper 19.
66p. 1mf. L1 ED 249 943

Collins, Carla
George Washington High School Bilingual Academic and Career Orientation Program, 1982-1983. O.E.E. Evaluation Report.
84p. 1mf. L1 ED 250 433

Collins, James L.
What Research Tells Us about Composing and Computing.
22p. 1mf. L1 ED 249 497

Conklin, Nancy Faires
Culture and Education in Micronesia.
62p. 1mf. L1 ED 250 253

Cooper, Peter L.
The Assessment of Writing Ability: A Review of Research.
53p. 1mf. L1 ED 250 332

Cooper, Sandi E.
Women's Participation in European Peace Movements: The Struggle to Prevent World War I.
40p. 1mf. L1 ED 250 241

Copans, Stuart A.
Talk to the National School Transportation Association.
27p. 1mf. L1 ED 249 638

Corcoran, Victoria
Preemployment Inquiries: Avoiding Pitfalls in the Hiring Process. Obtain the Person Best Qualified and Suited for a Particular Position in a Public School District without Invading Their Privacy. Avoid Charges of Discrimination and Bias in Hiring.
33p. 1mf. L2 ED 249 635

Corsi, Jerome R.
Extending the Boundaries of Debate Theory: A Value-Bounded Policy Decision Making Paradigm.
44p. 1mf. L1 ED 249 561

Costello, Sandra
Summary of Guildelines for Test Users.
140p. 2mf. L1 ED 250 318

Cotayo, Armando
George Washington High School Bilingual Academic and Career Orientation Program, 1982-1983. O.E.E. Evaluation Report.
84p. 1mf. L1 ED 250 433

Part West High School "At Your Service," 1982-1983. O.E.E. Evaluation Report.
90p. 1mf. L1 ED 250 430

Coulson, John E.
Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: Final Report.
103p. 2mf. L1 ED 249 853

Courtney, Roselee

21p. 1mf. L1 ED 250 292

Grochmal, Helen M.

The Faculty Liaison as Research Coordinator: A Growing Need for the Academic Community.

10p. 1mf. L1 ED 250 010

Grosenick, Judith K., Ed.

Positive Alternatives to the Disciplinary Exclusion of Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders.

119p. 2mf. L1 ED 249 668

Grosenick, Judith, Ed.

Reflections on Deviance in 1984: Selected Papers from the 1984 Midwest Symposium in Behavior Disorders. National Needs Analysis in Behavior Disorders.

70p. 1mf. L1 ED 249 671

Guetzloe, Eleanor

Utilizing the IEP: Florida's Answer to the Exclusion of Behaviorally Disordered Students.

23p. 1mf. L1 ED 249 669

Guilkey-Amado, Judy

Improving Instruction with School-Site Support Teams.

12p. 1mf. L1 ED 249 594

Gunderson, Lee

Developmental Trends in the Use of Cues for Establishing the Identity of Referents in Written Discourse.

32p. 1mf. L1 ED 249 479

Haberlandt, Karl

Word on Final Words.

19p. 1mf. L1 ED 249 467

Haberman, Martin

An Evaluation of the Rationale for Required Teacher Education: Beginning Teachers with and without Teacher Preparation.

100p. 2mf. L1 ED 250 289

Hague, Patricia

Responding to Disability: A Question of Attitude.

40p. 1mf. L1 ED 249 700

Hajian, Harry G.

Establishing Chemical Technology Programs.

23p. 1mf. L1 ED 250 028

Haley, Virginia

An Inservice Training Program to Increase Skills of Teachers in Prekindergarten Interest Centers.

109p. 2mf. L1 ED 250 104

Hall, Cherlyn

Reading in Secondary Mathematics: Problems, Suggestions, Sources.

121p. 2mf. L1 ED 249 466

Hall, Eleanor R.

Minority Students at the University of Wisconsin-Milwaukee: Who Are They and How Are They Doing?

450p. 5mf. L1 ED 249 805

Lane, Martha
Energy and Transportation Lessons for the Elementary Grades.
178p. 2mf. L1 ED 250 189

Langer, Judith A.
Children's Sense of Genre: A Study of Performance on Parallel Reading and Writing Tasks.
42p. 1mf. L1 ED 249 474
Literacy Instruction in American Schools: Problems and Perspectives.
54p. 1mf. L1 ED 249 475

Langley, Harry M.
Strategies for Implementing Advising Programs.
51p. 1mf. L1 ED 250 023

Lansing, Margaret L.
Computers in Composition: A Bibliography of Research and Practice.
22p. 1mf. L1 ED 249 499
Student Writers and Word Processors: A Case Study.
35p. 1mf. L1 ED 249 491

LaPlant, James C.
Inservice for School Administrators: A Status Report.
27p. 1mf. L1 ED 249 639

Larrabee, Marva J.
Challenge for Third-World Education: Changing Male/Female Literacy in Pakistan.
23p. 1mf. L1 ED 249 469

Larson, Mary Strom
Choosing Equipment and Setting Policies in Radio and Television Labs.
9p. 1mf. L1 ED 249 560

Latcham, Jack
Open Learning: Resource Allocation and Control. Coombe Lodge Working Paper. Information Bank Number 1610.
15p. 1mf. L1 ED 250 016

Lawlor, Joseph
Artificial Intelligence and Expert Systems.
43p. 1mf. L1 ED 250 156

Lawrence, Judith
Delphi Analysis of the Instructionally Effective School.
17p. 1mf. L1 ED 249 580

Lee, Ginny
Instructional Management Academy.
6p. 1mf. L1 ED 249 583

Lee, Linda E.
Research: A Report of the Planning and Research Branch.
76p. 1mf. L1 ED 250 133

Lehman, Sheila
The Bilingual Program in Auxiliary Services for High Schools, 1982-1983. O.E.E. Evaluation Report.

Institutions of the United States.
29p. 1mf. L2 ED 249 892

Paszel, John

The Effects of Unitization and Role Behavior on Hearing and Hearing Impaired Observer's Certainty of Their Attributions.
12p. 1mf. L1 ED 249 695

Patterson, Roger L.

Behavioral Approach to Improving Self-Care Skills in OBS Patients.
14p. 1mf. L1 ED 249 447

Patterson, Ross

Father's Role in His Child's Development. Unit for Child Studies. Selected Papers Number 20.
16p. 1mf. L1 ED 250 088

Payne, W. Vincent

Vocational Education Programs at Virginia State University: Successful Features.
43p. 1mf. L1 ED 249 352

Pea, Roy D

Children's Mental Models of Recursive Logo Programs. Technical Report No. 10.
13p. 1mf. L1 ED 249 929

Children's Planning Processes in a Chore-Scheduling Task. Technical Report No. 11.
44p. 1mf. L2 ED 249 920

Logo Programming and the Development of Planning Skills. Technical Report No. 16.
56p. 1mf. L1 ED 249 930

On the Cognitive Effects of Learning Computer Programming: A Critical Look. Technical Report No. 9.
48p. 1mf. L2 ED 249 919

On the Cognitive Prerequisites of Learning Computer Programming. Technical Report No. 18.
94p. 1mf. L1 ED 249 931

Prospects and Challenges for Using Microcomputers in School. Technical Report No. 7.
23p. 1mf. L1 ED 249 927

Pellegrino, James

Using Interactive Computing to Expand Intelligence Testing: A Critique and Prospectus. Report No. 84-2.
85p. 1mf. L1 ED 250 320

Pereira, Carolyn

Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.
82p. 1mf. L2 ED 250 260

Perez, Bertha

Selecting Computer Software for Limited English Speakers.
7p. 1mf. L1 ED 250 412

Perkins, Jannine

Pivotal Skills in Elementary Mathematics Instruction.

Smith, Sheila

Mother-Toddler Interaction and Maternal Perception of Child Temperament in Two Ethnic Groups: Chinese-American and European-American.

36p. 1mf. L1 ED 250 084

Smorodin, Calla

Why Teachers Implement: An Examination of Selected Variables.

28p. 1mf. L1 ED 249 622

Sobeih, Nabil Ahmed Amer

Lifelong Education in University Life in the Arab Countries: The Qatar University Experience.

29p. 1mf. L1 ED 249 820

Soder, Marten

Transition from School to Work for Handicapped Adolescents: Swedish Position Report to the OECD/CERI Project concerning the Education of Handicapped Adolescents--Innovative Approaches in the Transition to Adult and Working Life.

144p. 2mf. L1 ED 249 741

Sokoloff, Natalie J.

The Impact of Economic Crises on Women's Employment: A Comparison of the Great Depression (1930s) and the Current Crisis (1970s-1980s).

58p. 1mf. L1 ED 250 229

Sokolov, Jeffrey L.

Development in the Functionality of Grammatical Cues in Hebrew Sentence Comprehension.

11p. 1mf. L1 ED 249 778

Solmon, Lewis C.

Comparative Analysis of College Freshmen by Major Field of Study: A Changing Profile.

89p. 1mf. L2 ED 249 824

Sommers, Elizabeth A.

What Research Tells Us about Composing and Computing.

22p. 1mf. L1 ED 249 497

Sonnad, Subhash R.

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.

23p. 1mf. L1 ED 249 948

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Televsision Series. Volume I. Technical Report.

241p. 3mf. L1 ED 249 949

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume V. Appendices to Technical Report.

257p. 3mf. L1 ED 249 953

Spady, William G.

Organizing and Delivering Curriculum for Maximum Impact.

19p. 1mf. L1 ED 249 579

Spahr, Anthony E.

Early Adolescence. Skills Essential to Learning Television Project: Working Paper.
19p. 1mf. L1 ED 249 976

Andrew, Michael D.
Restructuring Teacher Education: The University of New Hampshire's Five Year Program.
52p. 1mf. L1 ED 250 310

Anglin, James P.
Education and Support for Parents: A Challenge for Group Practice in the Coming Decade.
2[illegible]p. 1mf. L1 ED 250 103

Anthony, Susan
The Effects of Unitization and Role Behavior on Hearing and Hearing Impaired Observer's Certainty of Their Attributions.
12p. 1mf. L1 ED 249 695

Arbelaez, Vicente
Spanish: Familiarization and Short-Term Training.
567p. 6mf. L1 ED 249 792

Armenta, Richard R.
Opinions of Strategic Constituencies Regarding Community College Activities at Maricopa and Central Arizona College.
8p. 1mf. L1 ED 250 038

Armes, Nancy, Ed.
Guidelines for the Development of Computerized Student Information Systems.
35p. 1mf. L2 ED 250 021

Armitage, Bonnie J.
Comparison of Three Reading Tests for Determining Reading Grade Level of Navy Recruits.
17p. 1mf. L1 ED 249 481

Armstrong, Nancy
Computers for the Preschool: Beyond the Basics.
21p. 1mf. L1 ED 250 057

Arnaut, Lynn Y.
The Effects of Rating Purpose and Anonymity on Self Ratings.
10p. 1mf. L1 ED 250 394

Ashley, Bert
The People Program--Parenting and Stress Education in an Industrial Setting.
7p. 1mf. L1 ED 249 368

Austin, Carol D.
Comparing Case Management Systems.
31p. 1mf. L1 ED 249 436

Bachelor, Patricia
What Students in the Intermediate Grades Don't Know about Fractions and What To Do about It.
7p. 1mf. L1 ED 250 158

Backler, Alan
Energy and Economics for the Elementary Grades. Unit I (Grades

Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT.
24p. 1mf. L2 ED 250 360

Cowen, Gerri A.

The Relationship between the Values and Attitudes of Department Heads of Administration and Educational Leadership toward Selected Educational Innovations in the Southeastern United States.
12p. 1mf. L1 ED 249 829

Cox, Pat L.

External Facilitators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School Improvement.
30p. 1mf. L1 ED 249 656

Craft, Maurice

Education for Diversity: The Challenge of Cultural Pluralism. Inaugural Lecture.
28p. 1mf. L1 ED 250 408

Crandall, David P.

Coordinating Assistance in School Improvement Efforts: Issues to Consider.
13p. 1mf. L1 ED 249 658

Emulation and Replication as a Scenario for Successful School Improvement.
13p. 1mf. L1 ED 249 660

The Practice Profile: An All Purpose Tool for Program Communication, Staff Development, Evaluation and Improvement.
18p. 1mf. L1 ED 249 657

Crane, Valerie

Arts Education in Grades 6 through 9: A National Survey of Arts Teachers and Supervisors. Research Report 84.
45p. 1mf. L1 ED 249 969

Cranmer, David J.

Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
268p. 3mf. L2 ED 249 897

Cranney, A. Garr

The Reading Skills of Home Economics: Problems and Selected References.
13p. 1mf. L1 ED 249 476

Crawford, Mary

Attitude Change in Women's Studies Courses: A Field Study.
15p. 1mf. L1 ED 250 233

Crawford, William W.

Student-to-Student: "Welcome to Georgetown."
24p. 1mf. L1 ED 249 769

Crimmins, Mary E.

25p. 1mf. L1 ED 249 828

Hall, Gene

The Schools and Preservice Education: Expectations and Reasonable Solutions.

12p. 1mf. L1 ED 250 294

Hall, Gene E.

Making Change Happen: A Case Study of School District Implementation.

128p. 2mf. L1 ED 250 162

Three Principal Styles of Facilitating School Improvement.

13p. 1mf. L1 ED 249 582

Hall, John H.

Long-Term Activities for Minority Institutions in Science and Technology Lake Arrowhead Conference (June 4-8, 1984).

172p. 2mf. L1 ED 250 180

Hall, Robert J.

Temperament Influences on Cognition and Achievement in Children with Learning Problems.

24p. 1mf. L1 ED 249 680

Hamilton, W. D.

The Chapel Island Education Evaluation Report. Mi'kmaway School. The Micmac Way.

193p. 3mf. L1 ED 250 323

Hammes, Richard R.

Legal Implications of Competency Testing.

30p. 1mf. L1 ED 250 335

Hammonds, Karl E.

The First Annual Health Promotion in Day Care Conference (Washington, D.C., April 7, 1984). Conference Proceedings Report.

26p. 1mf. L1 ED 250 105

Hanes, Edward C.

Student Teacher Attitudes regarding Their Experiences in Student Teaching: A Survey.

21p. 1mf. L1 ED 250 286

Hanisch, Thor Einar

Interdisciplinarity in Higher Education.

107p. 2mf. L1 ED 249 864

Review of Statewide Long-Range Planning. Commission Report 84-17.

44p. 1mf. L1 ED 249 874

Hanley, Gerald L.

The Effects of Imagining and Perceiving on Problem Solving Strategies.

15p. 1mf. L1 ED 250 345

Hanson, Ralph A.

Development and Verification of Instructionally Sensitive Achievement Tests.

30p. 1mf. L1 ED 250 387

Harari, Haim

The Higher Education System in Israel: Guidelines on the

110p. 2mf. L1 ED 250 434

Lentz, Linda P.
Graduate Women's Career Salience, Aspirations, and Involvement.
144p. 2mf. L1 ED 249 833

Lessee, Judyth
For All of Us! (A Resource Guide Especially for People Who Work with the Differently Abled). Revised.
86p. 1mf. L1 ED 249 732

Levine, John M.
Role Transitions in Small Groups.
18p. 1mf. L1 ED 249 439

Levine, Michael V.
An Introduction to Multilinear Formula Score Theory. Measurement Series 84-4.
68p. 1mf. L1 ED 250 358

Levine, Shari
Hemispheric Specialization and Implications for Education of the Hearing Impaired.
18p. 1mf. L1 ED 249 753

Levitt, Mary J.
Social Support and Well-Being in an At-Risk Elderly Population.
19p. 1mf. L1 ED 249 421

Lewis, Peter M., Ed.
Media for People in Cities: A Study of Community Media in the Urban Context.
242p. 3mf. L2 ED 249 540

Lezotte, Lawrence W.
Equality of Educational Programs within a School District: Three Criteria of Equality--Access, Participation, and Outcomes--Applied.
11p. 1mf. L1 ED 249 633

Libeskind, Shlomo
Logo Activities in Elementary Geometry.
50p. 1mf. L1 ED 250 174

Lieberman, Ann
Teachers, Their World, and Their Work. Implications for School Improvement.
155p. 2mf. L2 ED 250 285

Lillo-Martin, Diane
The Acquisition of Task-Specific Word Formation Devices in American Sign Language.
9p. 1mf. L1 ED 249 783

Lincoln, Yvonna S.
The Qualitative Construction of Family Histories: The Problem of Multiple Realities and Causality in the Press for Independence.
16p. 1mf. L1 ED 249 678

Lindahl, Ronald A.
Preparing Educational Administrators for the Year 2000 and Beyond.
9p. 1mf. L1 ED 249 618

52p. 1mf. L1 ED 250 159

Perkins, Richard

Illness in the Family: Old Myths and New Truths! Unit for Child Studies. Selected Papers Number 19.

16p. 1mf. L1 ED 250 087

Perrone, James

Time Management: A Training Manual for College Teachers and Counselors.

17p. 1mf. L1 ED 249 410

Perry, Fred L., Jr.

Memory: As It Relates to Children Ages 9 to 12 Years. Skills Essential to Learning Television Project: Working Paper.

36p. 1mf. L1 ED 249 982

Peseau, Bruce A.

Resources Allocated to Teacher Education in State Universities and Land-Grant Colleges.

53p. 1mf. L1 ED 250 297

Petelle, John L.

Task Characteristics, Structural Characteristics, Organizational Relationships, and Communication Processes: A Contingency Approach to Job Performance: Phase II.

32p. 1mf. L1 ED 249 554

Peters, Cynthia

Public Services in Research Libraries: A Self-Study. The Newberry Library.

54p. 1mf. L2 ED 250 006

Peterson, Lorna

Management by Objective and Its Formal Performance Appraisal: A Versatile Tool of Management.

17p. 1mf. L1 ED 250 008

Petrosko, Joseph M.

Relationships among Writing Ability, Grade Level, Writing Apprehension and Knowledge of Composing as a Process in Secondary School Students.

28p. 1mf. L1 ED 249 523

Petzold, Matthias

Developmental Psychology and the Third World--Some Preliminary Considerations

9p. 1mf L1 ED 250 237

Pheasant, Marilyn

The Creative Cost Management Strategies of Two School Districts.

54p. 1mf. L1 ED 249 663

Phelps, M. Overton

Japan: A Guide to the Academic Placement of Students from Japan in Educational Institutions of the United States.

43p. 1mf. L2 ED 249 891

Phillips, Shelley

Adolescent Thinking: Self-Concept, Relationships and Punk. Unit for Child Studies. Selected Papers Number 28.

First-Time Student Questionnaire: An Attempt to Identify Those Applicants Most Likely Not to Register.

11p. 1mf. L1 ED 250 020

Spencer, Robert E.

Comparison between Paced Package and Home Study Courses with Respect to Completion Data. REDEAL Research Report #11. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.

13p. 1mf. L1 ED 249 347

St. John, Jeanne

Acupressure for Educators: An Illustrated Workbook for the Practice of Simple Acupressure Techniques. Experiencing Energy. Third Edition.

44p. 1mf. L1 ED 249 746

Stavros, Denny

Report on the Results of the May, 1984 Survey of Northwestern High School Students and a Comparison of Survey Results for the Last Three Years.

87p. 1mf. L1 ED 250 400

Stebegg, K.

Anforderungskatalog fur Einen Graphikfahigen Mikrocomputer fur Online-Recherchen. Report UBTUW-84-007 (Requirements for a Microcomputer with Graphic Capabilities for Online Searching).

28p. 1mf. L1 ED 249 999

Steele, Gertrude M.

Securing Business and Industry Support for Community Colleges: A Follow-Up Study on the California Association of Community Colleges Commission on Vocational Education 1982 Statewide Vocational Education Study. ACCCA Management Report, 1984-5/1.

18p. 1mf. L1 ED 250 018

Steg, D. R.

Cost-Benefit Analysis of SCILS for Early Childhood Training in Academic Achievement. Report 1977-78.

140p. 2mf. L1 ED 250 065

Stegun, Irene A., Ed.

Handbook of Mathematical Functions with Formulas, Graphs, and Mathematical Tables. National Bureau of Standards Applied Mathematics Series 55. Tenth Printing.

1076p. 12mf. L1 ED 250 164

Steinbach, Rosanne

Teaching Independent Reflective Processes in Writing: A Follow-Up Study.

11p. 1mf. L1 ED 249 522

Steinbrecher, Edwin E.

Status of K-12 Public Education in Colorado, 1984.

47p. 1mf. L1 ED 250 411

Stennett, R. G.

Early Identification System: Four-Year Followup of the Kindergarten Class of 1978-79. Research Report 84-01.

K-6). Lessons and Activities for the Elementary Grades.
121p. 2mf. L1 ED 250 187

Energy and Economics for the Senior High Grades. Unit III. Lessons and Activities for the Senior High Grades.
170p. 2mf. L1 ED 250 188

Bailey-Hangesh, Mary
Michigan Occupational Information System (MOIS) Application Training 1985.
95p. 1mf. L1 ED 249 359

Bailey, Gerald D.
Homework. Selected References.
20p. 1mf. L1 ED 250 275

Bailey, Kathleen M., Ed.
Foreign Teaching Assistants in U.S. Universities.
138p. 2mf. L2 ED 249 843

Bailis, Lawrence Neil
What's Happening to CBOs under JTPA and Where Do We Go from Here? Highlights of the NYEC Survey.
22p. 1mf. L1 ED 249 343

Baker, Deborah C.
New Relationship: Intercultural Communication and Discourse Analysis.
11p. 1mf. L1 ED 249 559

Baker, Houston A., Jr., Ed.
Three American Literatures: Essays in Chicano, Native American, and Asian-American Literature for Teachers of American Literature.
p. 65mf. L3 ED 249 529

Ballantine, Sergius J.
Study of the Effects of English-Medium Education on Initially Monoglot Spanish-Speaking Gibraltarian Children.
108p. 2mf. L1 ED 249 797

Ballou, Mildred
Energy and Transportation Lessons for the Elementary Grades.
178p. 2mf. L1 ED 250 189

Barnes, Robert W.
An Evaluation of the Youth Awareness Program (YAP), School Year 1983-84.
42p. 1mf. L1 ED 250 415

Barnett, Bruce
Instructional Management Academy.
6p. 1mf. L1 ED 249 583

Barnett, Rosalind C.
Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.
53p. 1mf. L2 ED 250 080

Baroody, Arthur J.
TMR and EMR Children's Ability to Learn Counting Skills and Principles.
32p. 1mf. L1 ED 249 681

Northern Illinois University Libraries Library Instruction: Scope and Mission Statement.

27p. 1mf. L1 ED 250 007

Crocker, Linda

The Relationship between Test Anxiety and Person Fit Measures.

28p. 1mf. L1 ED 250 370

Croddy, Marshall

The Crime Question: Rights and Responsibilities of Citizens. Student Edition. Major Issues in American Government. Law in Social Studies Series.

26p. 1mf. L2 ED 250 248

The Crime Question: Rights and Responsibilities of Citizens. Instructor's Manual. Major Issues in American Government. Law in Social Studies Series.

83p. 1mf. L2 ED 250 249

Cromwell, Susan E.

The Development of a Course of Study Planning Guide for Vocational Agriculture.

256p. 3mf. L1 ED 249 349

Cronnell, Bruce

Seven Ways to Improve Spelling Instruction.

14p. 1mf. L1 ED 249 509

Crosby, Helen Mae

The Effectiveness of the Instructional Use of Computers for Students with Mild Learning Problems: A Review of the Literature and Research.

24p. 1mf. L1 ED 249 688

Crouch, Joyce G.

Differences in Grade Point Averages of Male and Female College Students Having Different Majors and Piagetian Operational Levels.

12p. 1mf. L1 ED 249 448

Culhane, P. Terry, Ed.

Communication Problems of the Mentally Handicapped. Occasional Paper No. 28.

156p. 2mf. L1 ED 249 673

Cullari, Salvatore S.

Preventing the Institutionalization of Developmentally Disabled Persons.

14p. 1mf. L1 ED 249 687

Cunningham, Donald J.

Learning Skills and Instruction. Skills Essential to Learning Television Project: Working Paper.

47p. 1mf. L1 ED 249 981

What Every Teacher Should Know about Semiotics.

12p. 1mf. L1 ED 250 282

Curley, John R.

Problems in Determining School District Need for Hurd Aid and Alternatives to the Revenue Shortfall Approach for Determining Need.

Development of the System and Its Planning for 1988 with a First Glance at 1995.
109p. 2mf. L1 ED 249 830

Hardaway, Barbara D.
Deafness: Explorations into a Community and Its Culture.
13p. 1mf. L1 ED 249 696

Haring, Norris
Investigating the Problem of Skill Generalization: Literature Review I.
59p. 1mf. L1 ED 249 738

Harlen, Wynne
Science in Schools, Age 11: Report No. 2. Assessment of Performance Unit.
p. 61mf. L3 ED 250 185

Harrell, Lois
From Crib to Kindergarten: A Continuum of Needs of the Visually Impaired Preschooler.
19p. 1mf. L1 ED 249 697

The Visually Impaired Preschooler with an Emphasis on Medical Intervention.
21p. 1mf. L1 ED 249 698

Harrell, Lois, Comp.
Developmental Levels and Suggested Learning Activities for the Visually Impaired Preschool Child. A Special Report.
22p. 1mf. L1 ED 249 699

Harris, Alberta Farmer
Franklin Elementary School Tutorial Enrichment Program in Elementary Education.
62p. 1mf. L1 ED 250 075

Harris, Michael J.
Sleep Problems, Overtiredness and Overanxiety and Frustrating Children: From Birth to Preschool. Unit for Child Studies. Selected Papers Number 24.
16p. 1mf. L1 ED 250 092

Harris, Wendy
The California Model Curriculum for Computers in Education.
7p. 1mf. L1 ED 249 599

Hart-Landsberg, Sylvia
Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use.
181p. 2mf. L1 ED 249 951

Hart, Russ A.
An Effective Strategy to Design Mediated Instruction for Female Adults--Compositional Syntactic Placement.
55p. 1mf. L1 ED 249 369

Hastings, Paul B.
Malpractice Insurance Requirements in Counselor Education Master's Degree Programs: A Survey.

Link, Barbara R.
Reading Attitudes and Interests of Gifted and Talented Children in the Middle Grades.
63p. 1mf. [illegible] ED 249 708

Linn, M. C.
The Gap between Promise and Reality in Computer Education: Planning a Response.
21p. 1mf. L1 ED 249 598

Linn, Marcia
Spider World: A Robot Language for Learning to Program. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
29p. 1mf. L1 ED 250 178

Linn, Marcia C.
Policy Issues in Computer Education. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
44p. 1mf. L1 ED 250 175

Linn, Michael D.
The Sound of English: A Bibliography of Language Recordings.
82p. 1mf. L1 ED 249 508

Lips, Hilary M.
Math/Science Self-Schemas and Curriculum Choices among University Women.
22p. 1mf. L1 ED 250 194

Little, Judith Warren
Moving toward Continuous School Improvement.
9p. 1mf. L1 ED 249 590

Liu, William T.
Population Redistribution and Migration of Asian Americans, 1970-1980.
19p. 1mf. L1 ED 250 418

Loftus, Linda
GATE: A Model Project for Implementing a Program for Gifted and Talented Education in Rural Schools.
129p. 2mf. L1 ED 250 117
The Turnstile: A Management System for Individualizing Instruction in Programs for Gifted and Talented.
31p. 1mf. L1 ED 250 118

Lohman, David F.
The Role of Prior Knowledge and Strategy-Shifting in Spatial Ability.
11p. 1mf. L1 ED 250 319

Lonnborg, Barbara
Abused Adolescents: how Schools and Educators Can Help.
17p. 1mf. L1 ED 249 684

Lord, Frederic M.
Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory.
23p. 1mf. L1 ED 250 365

19p. 1mf. L1 ED 250 096

Do Babies Think? How Do Babies Think? Unit for Child Studies. Selected Papers Number 23.

22p. 1mf. L1 ED 250 091

How Children Think. Unit for Child Studies. Selected Papers Number 30.

35p. 1mf. L1 ED 250 096

Self Concept and Self Esteem: Infancy to Adolescence. A Cognitive Developmental Outline with Some Reference to Behaviour and Health Effects. Unit for Child Studies. Selected Papers Number 27.

23p. 1mf. L1 ED 250 095

The Child in the Divorcing Family. Unit for Child Studies. Selected Papers Number 22.

16p. 1mf. L1 ED 250 090

The Toddler and the Pre-Schooler. Unit for Child Studies. Selected Papers Number 29.

23p. 1mf. L1 ED 250 097

Pine, Gerald J.

Collaboration for Educational Excellence and Equity.

16p. 1mf. L1 ED 250 272

School Context, New Contexts and School Change.

14p. 1mf. L1 ED 250 372

Pistell, Louise Wharton

Strategies for Faculty Development, K-12: A Review of the Journal Literature.

18p. 1mf. L1 ED 249 614

Ponder, Gerald

Rassling with the Bear: The Once and Future Character of Local Curriculum Development.

34p. 1mf. L1 ED 249 664

Posey, Edwin D.

Decentralized Computing via Micros.

10p. 1mf. L1 ED 249 942

Posner, Michael I.

Framework for Relating Cognitive to Neural Systems. Cognitive Science Program, Technical Report No. 84-2.

44p. 1mf. L1 ED 250 349

Potter, Ellen F.

Social Problem-Solving in Classrooms.

12p. 1mf. L1 ED 250 374

Powell, William R.

Is the Emergent Reading Level a Useful Concept for Chapter I, Low SES Students?

11p. 1mf. L1 ED 249 462

Power-Ross, Sally J.

The Information Acquisition Style and Decision-Making Mode of High-Level Managers in an Information Rich Environment.

19p. 1mf. L1 ED 249 552

Preisler, Gunilla

13p. 1mf. L1 ED 250 086

Survey of Students' Attitudes towards Physical and Health Education in London Secondary Schools, June 1983. Research Report 83-08.

64p. 1mf. L1 ED 250 273

Stern, H. H., Ed.

The Immersion Phenomenon: English-Speaking Canadians Come to Grips with the Country's Language Duality = l'enseignement immersif: le Canada anglais se dote d'un instrument efficace pour soutenir la gageure du biblinguisme.

145p. 2mf. L1 ED 249 762

Sterns, Harvey

Relationship between Actual Performance and Perceived Performance across the Life Span.

13p. 1mf. L1 ED 249 449

Stewart, Anne

Staff Computer Literacy in the Community College: A Resource Inventory and Directory, 1984.

55p. 1mf. L1 ED 250 050

Stewart, Deborah M., Ed.

School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .

194p. 3mf. L1 ED 250 196

Stiegelbauer, Suzanne M.

Community, Context, and Co-Curriculum: Situational Factors Influencing School Improvements in a Study of High Schools. R&D Report No. 3186.

25p. 1mf. L1 ED 250 393

Stilson, James E.

Hand-in-Hand: A Cooperative Venture in Service Planning, Funding and Delivery.

13p. 1mf. L2 ED 249 437

Stoner, Mark R.

Free Speech at Berkeley: "University as Factory," An Argument from Analogy.

18p. 1mf. L1 ED 249 546

Strauss, Michaela

Understanding Children's Drawings: The Path to Manhood. With "Notes on the Study of Man," By Wolfgang Schad.

94p. 1mf. L1 ED 250 061

Strauss, Wendy

Reading Comprehension in Bilingual Students with the Aid of Taped Stories.

10p. 1mf. L1 ED 249 795

Strong, Stanley R.

Differential Effectiveness of Theoretical Accounts for Paradox.

8p. 1mf. L1 ED 249 427

Stuart, Janette

Student Enrolments in Higher Education in Western Australia: Some

Barrett, Terry R.
Age-Related Differences in Incidental Learning.
25p. 1mf. L1 ED 249 452

Bartelo, Dennise M.
Getting the Picture of Language Learning.
30p. 1mf. L1 ED 249 495

Barton, Lyle E.
Programming DRO to Reduce Multiple Behaviors of Multiple Subjects.
23p. 1mf. L1 ED 249 733

Baruch, Grace K.
Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.
53p. 1mf. L2 ED 250 080

Batell, Susan
College of Saint Teresa: Design for Choicemakers. An Operations Manual for Faculty and Staff.
235p. 3mf. L1 ED 249 905

Beck, David, Ed.
Contemporary Issues Reader One: A Humanistic View of Diversity and Commonality in the Tribal and American Indian Community.
75p. 1mf. L2 ED 250 119

Beers, Donald E.
School Based Management.
19p. 1mf. L1 ED 249 641

Beers, Susan E.
An Analysis of the Interaction between Students' Epistemological Assumptions and the Composing Process.
16p. 1mf. L1 ED 249 503

Behling, Herman E., Jr.
Quality Control of Teacher Preparation Programs through the Program Approval Process.
18p. 1mf. L1 ED 250 300

Belair, Charles
Microcomputers in the Learning Center: Guidelines for Avoiding Costly Mistakes.
15p. 1mf. L1 ED 250 036

Belknap, Larry K.
Parental Feedback in the Evaluation of a Camp for Disadvantaged Children: The Camp Limberlost Project.
21p. 1mf. L1 ED 250 141

Bell, Barbara
Middle Childhood. Skills Essential to Learning Television Project: Working Paper.
23p. 1mf. L1 ED 249 977

Bell, John
"TV's Sort of...Just There": Critical Television Viewing Skills.
26p. 1mf. L1 ED 249 945

Belmont, Jean
Graduate Financial Planning and Debt Management Brochure.

28p. 1mf. L1 ED 249 612

The Politics of Federal Aid to Education.

11p. 1mf. L1 ED 249 611

Curran, Linda T.

Faculty Opinions of the Course-Instructor Survey Program at U.T. Austin. RB-83-13.

145p. 2mf. L1 ED 250 347

Currie, Edmund

Multifaceted Practical Experiences in Teacher Education Involving Joint Sponsorship of the Schools, Community and Teacher Educators.

21p. 1mf. L1 ED 250 280

D'Aboy, Kari Hansen

Malpractice Insurance Requirements in Counselor Education Master's Degree Programs: A Survey.

15p. 1mf. L1 ED 249 422

Dalbey, John

Spider World: A Robot Language for Learning to Program. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

29p. 1mf. L1 ED 250 178

Daresh, John C.

Inservice for School Administrators: A Status Report.

27p. 1mf. L1 ED 249 639

Davey, Michael E.

Summary and Analysis of Hearing on "Improving the Research Infrastructure at U.S. Universities and Colleges." Report to the Committee on Science and Technology, U.S. House of Representatives, Ninety Eighth Congress, Second Session.

22p. 1mf. L1 ED 250 206

Davidson, Maria

Demographic and Socioeconomic Aspects of Aging in the United States.

157p. 2mf. L2 ED 249 426

Davis, Christine K.

Accessibility to Ontario Universities.

119p. 2mf. L1 ED 249 876

Davis, David E.

Structural Analysis of Four Religious Programs: The Effect of Program Structure on Ethos.

39p. 1mf. L1 ED 249 563

Davis, Esther Payne

Communicating, Understanding and Coping: For Children and Adults.

51p. 1mf. L2 ED 250 085

Davis, James E.

National Education Practice File. Final Report. Evaluation Report.

430p. 5mf. L1 ED 250 015

de Charruf, Laurie Frey

Oral Testing.

18p. 1mf. L1 ED 249 812

15p. 1mf. L1 ED 249 422

Havelock, Ronald G.
External Facilitators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School Improvement.
30p. 1mf. L1 ED 249 656

Hawkins-Shepard, Charlotte, Ed.
Special Needs of Persons with Handicaps: A Guidebook for Church Leaders.
21p. 1mf. L2 ED 249 685

Hawkins, Jan
Children's Planning Processes in a Chore-Scheduling Task. Technical Report No. 11.
44p. 1mf. L2 ED 249 920

Computers and Girls: Rethinking the Issues. Technical Report No. 24.
22p. 1mf. L2 ED 249 922

The Flexible Use of Computers in Classrooms. Technical Report No. 6.
11p. 1mf. L1 ED 249 926

Hawkins, Joseph A., Jr.
Survey of MCPS Personnel on Student Behavior and Discipline.
54p. 1mf. L1 ED 249 601

Hawley, Richard A.
School Answers Back: Responding to Student Drug Use.
158p. 2mf. L2 ED 249 450

Haynes, Margot
Learning to Read English as a Second Language: Effects of First Language Script System and Cultural/Educational Background.
19p. 1mf. L1 ED 249 759

Hebert, Yvonne
Native Indian Language Education to the Victoria--Saanich Region: An Evaluation Report.
192p. 2mf. L1 ED 250 341

Hedin, Diane
The Impact of Experience on Academic Learning: A Summary of Theories and Review of Recent Research.
25p. 1mf. L1 ED 250 356

Hellweg, Susan A.
Political Debate Formats: A State-of-the-Art Review.
47p. 1mf. L1 ED 249 555

Helm, Virginia
Software Quality and Copyright: Issues in Computer-Assisted Instruction.
155p. 2mf. L2 ED 249 934

Helms, Janet E.
The Relationship between Racial Identity Attitudes and Socioeconomic Status.
19p. 1mf. L1 ED 250 423

Loucks, Susan F.

Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum.
29p. 1mf. L1 ED 250 163

Defining Fidelity: A Cross-Study Analysis.
16p. 1mf. L1 ED 249 659

The Practice Profile: An All Purpose Tool for Program Communication, Staff Development, Evaluation and Improvement.
18p. 1mf. L1 ED 249 657

Lovett, Clara M.

Vitality without Mobility: The Faculty Opportunities Audit.
44p. 1mf. L1 ED 249 909

Lucas, John A.

Follow-Up of Occupational Students Enrolled at Harper College, 1982-1983. Volume XIII, No. 4.
24p. 1mf. L1 ED 250 034

Student Characteristics as Compared to the Community Profile, Fall, 1983. Volume XIII, No. 2.
34p. 1mf. L1 ED 250 033

Lyons, Dave

Computer Aided Implementation of Precision Teaching.
27p. 1mf. L1 ED 249 676

Ma, Hongzhi

The Teaching of French in the People's Republic of China.
18p. 1mf. L1 ED 249 806

Madsen, Harold S.

Retrospective Evaluation of Testing in ESL Content and Skills Courses.
22p. 1mf. L1 ED 249 815

Mager, Gerald M.

Blueprints for Academic Lives.
11p. 1mf. L1 ED 249 822

Malcolm, Cliff

Case Study Evaluations: A Case in Point. An Illustrative Report and Mathodological Analysis of Case Study Evaluations.
104p. 2mf. L1 ED 250 354

Mandinach, Ellen B.

Clarifying the "A" in CAI for Learners of Different Abilities. Assessing the Cognitive consequences of Computer Environments for Learning (ACCCEL).
33p. 1mf. L1 ED 250 177

Manly, Theron W.

School Board Members' Opinions and Awareness of Legal Parameters concerning School Prayer.
11p. 1mf. L1 ED 249 624

Mann, Dale

All That Glitters: Public School/Private Sector Interaction in Twenty-Three U.S. Cities.
46p. 1mf. L1 ED 249 605

Deaf Children in Communication. A Study of Communicative Strategies Used by Deaf Children in Social Interactions.
271p. 3mf. L1 ED 249 750

Price, A. Rae
Homesharing: A Project for the Community and the College. NCCSCE Working Paper Series.
12p. 1mf. L1 ED 250 022

Prickett, Jimmie L. V.
Survey of Current Placement Practices and Eligibility Criteria for the Learning Disabled Child in Oklahoma.
64p. 1mf. L1 ED 249 734

Purkey, William Watson
The Florida KEY: An Instrument to Infer Student Self-Concept as Learner in Grades One through Six. Manual.
26p. 1mf. L1 ED 250 396

Quandt, Ivan
Self-Concept and Reading. Second Edition.
36p. 1mf. L1 ED 249 468

Quellmalz, Edys S.
Designing an Integrated Instructional and Assessment System for Critical Thinking Skills.
22p. 1mf. L1 ED 249 589

Ramey, Luellen
Re-Employment Training: Evaluation of the Oakland University RECAP/JETS Program.
136p. 2mf. L1 ED 249 413

Rampy, Leah
Solutions Unlimited: Delphi Study on Policy Issues in the Introduction and Management of Computers in the Classroom. Research Report 90.
94p. 1mf. L1 ED 249 973

Rankis, Olaf E.
North and Latin American Business Negotiations: An Assessment of Differences in Interpersonal Perception.
24p. 1mf. L1 ED 249 545

Rapaport, Ross J.
The Test Anxiety Scale: A Factor Analysis.
13p. 1mf. L1 ED 250 337

Rarieya, Marie J.
Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.
89p. 1mf. L2 ED 250 083

Rausch, Emile-Marie Ripple
The Use of Part-Time Faculty in Forensics.
13p. 1mf. L1 ED 249 567

Raywid, Mary Anne
Preparing Teachers for Schools of Choice.
26p. 1mf. L1 ED 250 295

Reckase, Mark D.

Observations on Trends over the Period 1973 to 1983. A Discussion Paper.
24p. 1mf. L1 ED 249 855

Stubbs, K. L.
Quantitative Criteria for Academic Research Libraries.
142p. 2mf. L2 ED 249 988

Sublett, Michael D., Ed.
An Atlas of Illinois State University Affairs.
44p. 1mf. L1 ED 250 255

Suhor, Charles
English Textbooks Based on Research and Theory--A Possible Dream.
6p. 1mf. L1 ED 249 530

Suter, Coral
The Crime Question: Rights and Responsibilities of Citizens. Instructor's Manual. Major Issues in American Government. Law in Social Studies Series.
83p. 1mf. L2 ED 250 249
The Crime Question: Rights and Responsibilities of Citizens. Student Edition. Major Issues in American Government. Law in Social Studies Series.
26p. 1mf. L2 ED 250 248

Swire, Margaret
Time Management: A Training Manual for College Teachers and Counselors.
17p. 1mf. L1 ED 249 410

Taggart, Robert
Investing in America's Future. A Policy Statement.
47p. 1mf. L1 ED 250 416

Talaga, James
Entrepreneurial Training for Refugees: A Training Guide.
63p. 1mf. L1 ED 250 424

Tangri, Sandra S.
The Women's Lifepaths Study: The Course of Role-Innovation over 14 Years.
5p. 1mf. L1 ED 249 841

Tarnai, John
Multidimensional Scaling of Attachments and Relationship Loss.
19p. 1mf. L1 ED 249 460

Taylor, Beverly W.
Achievement in Foundations Courses Related to Cognitive Level or Major?
16p. 1mf. L1 ED 250 271

Taylor, William D.
Guidelines to Media Utilization: Lessons from Project Discovery. Research Report 64.
34p. 1mf. L1 ED 249 955

Teasdale, G. R.
The Early Childhood Education of Aboriginal Australians: A Review of Six Action-Research Projects.

33p. 1mf. L1 ED 249 913

Institutional Financial Planning and Debt Management Manual.
55p. 1mf. L1 ED 249 910

Law School Financial Planning and Debt Management Brochure.
30p. 1mf. L1 ED 249 914

Undergraduate Financial Planning and Debt Management Brochure.
36p. 1mf. L1 ED 249 912

Benderson, Albert

Recapturing the Lead in Math and Science. Focus 14.
29p. 1mf. L1 ED 250 146

Benedict, Joseph H., Jr.

Look at the Future from the College Union and Activities Perspective.
6p. 1mf. L1 ED 249 840

Bennett, Susan M.

Personality and Situation in the Prediction of Women's Career-Related Self-Efficacy Expectations and Life Satisfaction.
23p. 1mf. L1 ED 249 429

Benoit, William L.

Rhetorical Choice in Mansfield's November 25, 1963 Eulogy.
19p. 1mf. L1 ED 249 566

Berg, Gunnar

OD in North American Schools: A Scandinavian View, with Comments by Matthew Miles and Michael Fullan. Uppsala Reports on Education, No. 20.
113p. 2mf. L1 ED 249 607

Berliner, David

Research and Teacher Effectiveness.
19p. 1mf. L1 ED 249 584

Berliner, David C.

Remarks...to the Governor's Task Force on Teacher Education, Meeting at the College of Education, University of Arizona, February 16, 1984.
12p. 1mf. L1 ED 250 313

Berman, Ruth A.

On Marking Time without Aspect in Child Language.
11p. 1mf. L1 ED 249 789

Berry, Stan

Guide to the Academic Placement of Students from Ghana in Educational Institutions of the United States.
57p. 1mf. L2 ED 249 887

Bethel, Lowell J.

Research-Based Teacher Effectiveness Skills: Perceptions of Members of a Teacher Education Program.
68p. 1m. L1 ED 250 274

Bickmore, Kathy

Alternatives to Violence: A Manual for Teaching Peacemaking to Youth and Adults.
137p. 2mf. L1 ED 250 254

de Herrera, Betty Phillips
Teaching English as a Foreign Language to the Visually Handicapped.
10p. 1mf. L1 ED 249 808

de Moor, R. A.
Reform and Development of Tertiary Education in Europe. Recommendations.
104p. 2mf. L1 ED 249 831

Dean, Christopher
Evaluation of ABC Early Education Broadcasts: Preschool Correspondence Survey.
73p. 1mf. L1 ED 250 072

Dean, Gary J.
Academic Counseling for Adults in Transition to High-Tech Careers.
28p. 1mf. L1 ED 249 371

DeGracie, James S.
The Mesa Unified School District Advanced Placement Program--Perspectives of Former Students. Research Report 52.
62p. 1mf. L1 ED 250 366

Dell, Gary S.
The Role of Inference in Effective Communication.
16p. 1mf. L1 ED 249 742

Demuth, Katherine
The Acquisition of Pragmatic Word Order in Sesotho.
9p. 1mf. L1 ED 249 788

Dennis, Sonja I.
Stages in the Development of Children's Drawing.
13p. 1mf. L2 ED 250 402

Dennis, Sue Shirah
Are Low Stress Algorithms in Addition and Subtraction a Solution to More Than Math Problems?
18p. 1mf. L1 ED 250 170

DeVito, Anthony J.
The Measurement of Test Anxiety.
38p. 1mf. L1 ED 250 336

Devlin-Scherer, Roberta
Impact of Developing Teacher Commitment to Behavioral Change.
38p. 1mf. L1 ED 250 283

Dickey, Karlene N.
Switzerland: A Study of the Educational System of Switzerland and a Guide to the Academic Placement of Students from Switzerland in Educational Institutions of the United States.
145p. 2mf. L2 ED 249 901

Dik, David W.
Empowering Parents through Computer Literacy Training.
8p. 1mf. L1 ED 249 364

DiMartino, Vincent James
Project A.B.C. Bronx Academic Bilingual Career Program, 1982-1983. O.E.E. Evaluation Report.

Henderson, Darwin L.
Guide to Newbery Medal Winners and Honor Books, 1977-1984.
38p. 1mf. L1 ED 249 536

Hermanns, Harry, Ed.
The Compleat University: Break from Tradition in Germany, Sweden and the U.S.A.
p. 32mf. L3 ED 249 821

Hernbrode, Bob
Habitat Is Where It's At. A Coloring Book about Wildlife Habitat.
24p. 1mf. L1 ED 250 193

Herndon, Rosanna, Comp.
Selected Bibliography of Books for Storytellers.
13p. 1mf. L1 ED 249 548

Herr, Stanley S.
Issues in Human Rights: A Guide for Parents, Professionals, Policymakers and All Those Who Are Concerned about the Rights of Mentally Retarded and Developmentally Disabled People.
79p. 1mf. L1 ED 249 727

Hesser, Al
Adolescent Career Development and the Family System.
9p. 1mf. L2 ED 249 423

Hill, B. K.
Classification of Residential Facilities for Mentally Retarded People. Brief #24.
24p. 1mf. L1 ED 249 693

Stability of Residential Facilities for Mentally Retarded People: 1977-1982. Brief #22.
27p. 1mf. L1 ED 249 691

Trends in Residential Services for Mentally Retarded People: 1977-1982. Brief #23.
21p. 1mf. L1 ED 249 692

Hill, Edward E., Comp.
Guide to Records in the National Archives of the United States Relating to American Indians.
504p. 6mf. L1 ED 250 136

Hill, Richard
Area Service Agencies for North Dakota Schools?
45p. 1mf. L1 ED 249 627

Hill, Timothy D.
Brief Form of the Multidimensional Aptitude Battery (MAB).
14p. 1mf. L1 ED 250 383

Hobbs, Vicki
Contract Vocational Education: The Missouri Model.
53p. 1mf. L1 ED 250 113

Hodges, Carol
Curriculum Evaluation and Change in Reading: Soaring to New Horizons.
15p. 1mf. L2 ED 249 480

Hofstetter, Fred T.

Delphi Analysis of the Instructionally Effective School.
17p. 1mf. L1 ED 249 580

Marchiony, Eve
Managing Controversial Meetings.
10p. 1mf. L1 ED 249 665

Marchman, Virginia A.
Learning Not to Overgeneralize.
9p. 1mf. L1 ED 249 781

Margolis, Alan M.
United Kingdom: Medical Laboratory Science, Occupational Therapy, Physiotherapy. A Study of These Programs and a Guide to the Academic Placement of Students from These Programs in Educational Institutions of the United States.
195p. 3mf. L2 ED 249 903

Margot, Charlene
Computers for the Preschool: Beyond the Basics.
21p. 1mf. L1 ED 250 057

Marland, Elaine, Comp.
New Zealand Early Childhood Care and Education Bibliography, 1979-1982, with ERIC Descriptors.
113p. 2mf. L1 ED 250 081

Marsh, D. T.
The Current Provision for Further and Higher Education in Wales. Coombe Lodge Working Paper. Information Bank Number 1627.
14p. 1mf. L1 ED 249 857

Marshall, David
Critical Decisions in the Professional Preparation and Development of School Administrators in Developing Areas. A Discussion Paper Prepared for the CASEA section of CSSE (Vancouver, BC, Canada, June 5, 1983).
48p. 1mf. L1 ED 249 573

Marshall, Patricia M.
Cognition in Fifth and Sixth Grade Children. Skills Essential to Learning Television Project: Working Paper.
26p. 1mf. L1 ED 249 979

Martin, Daniel
Verbal Deficit in Learning Disabilities: Electrophysiological Evidence for Visuospatial Processing Predominance.
16p. 1mf. L1 ED 249 682

Masat, Francis E.
Restarting Voluntary Leave and Academically Dismissed Students.
11p. 1mf. L1 ED 249 858

Masek, Robert J.
Revisioning the Clinical Relationship: Heinz Kohut and the Viewpoint of Self-Psychology.
23p. 1mf. L1 ED 249 446

Mason, George E.
Computer Applications in Reading. Second Edition.
224p. 3mf. L1 ED 249 483

Multidimensional Difficulty as a Direction and a Distance.
12p. 1mf. L1 ED 250 399

Redmon, William K.
Preventing the Institutionalization of Developmentally Disabled Persons.
14p. 1mf. L1 ED 249 687

Reed, Arthea, Ed.
The ALAN Review. Fall 1984.
33p. 1mf. L1 ED 249 532

Reeling, Glenn E.
Factors Associated with the Academic Performance of Marginal Students in an Urban College Setting.
113p. 2mf. L1 ED 249 838

Reese, Philip
Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
26p. 1mf. L1 ED 250 176

Reeve, R. A.
Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

Reeves, Joyce K.
The Peninsula Academies. Second Yearly Interim Report.
60p. 1mf. L1 ED 249 357

Reich, William P.
Validity of DSM-III Alcoholism Diagnoses: Inadequacy of the "Medical Model."
16p. 1mf. L1 ED 249 443

Reiff, Judith C.
Investigating Reading Preferences, Reading Attitudes, and Teacher Observations of Third Graders.
13p. 1mf. L1 ED 250 359

Reinhartz, Judy, Ed.
Perspectives on Effective Teaching and the Cooperative Classroom. Analysis and Action Series.
51p. 1mf. L2 ED 250 279

Renzulli, Joseph S.
The Three Ring Conception of Giftedness: A Developmental Model for Creative Productivity.
71p. 1mf. L1 ED 249 728

Reuman, David A.
Consequences of the Transition into Junior High School on Social Comparison of Abilities and Achievement Motivation.
41p. 1mf. L1 ED 250 333

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.
22p. 1mf. L1 ED 250 197

Rex-Kerish, Lesley

191p. 2mf. L2 ED 250 145

Teddlie, Charles
Louisiana School Effectiveness Study: Phase Two, 1982-84.
293p. 4mf. L1 ED 250 362
Louisiana School Effectiveness Study: Phase Two, 1982-84.
Executive Summary and Conclusions.
25p. 1mf. L1 ED 250 361

Thomas, David A.
Extending the Boundaries of Debate Theory: A Value-Bounded Policy
Decision Making Paradigm.
44p. 1mf. L1 ED 249 561

Thomas, Valerie
The Teaching of Spelling.
34p. 1mf. L2 ED 249 489

Thompson, Jo Ann Gerdeman
The Modern Idea of the University.
p. 85mf. L3 ED 249 883

Thompson, Rosemary A.
Expressed and Tested Vocational Interests of Vocational Technical
Students versus Non-College Bound Students Using the Career
Assessment Inventory.
16p. 1mf. L1 ED 249 415

Thompson, Teresa L.
Parental Discretion Advised: Televised Warning Statements and
Parental Attitudes.
18p. 1mf. L1 ED 249 564

Tinterow, Maurice M.
Traditional and Nontraditional Educational Elements Using
Telecommunications.
15p. 1mf. L1 ED 249 361

Tobias, Robert
E.C.I.A. Chapter 1, Part B. Institutionalized Facilities Program,
Summer 1983. Final Evaluation Report.
24p. 1mf. L1 ED 250 435
P.L. 89-313. Supplementary Services for Previously Nonpublic
School Institutionalized Students, 1983-84. O.E.E. Evaluation
Report.
60p. 1mf. L1 ED 250 436

Tollett, Kenneth S.
The Right to Education: Reaganism, Reaganomics, or Human Capital?
Occasional Paper, 1983, No. 5.
95p. 1mf. L1 ED 250 403

Tomblin, Elizabeth A.
Report of the Evaluation of the Race/Human Relations Program.
Student and Staff Program and Long Range Goals. Baseline Year
1982-83. Evaluation Services Department Report No. 348.
502p. 6mf. L1 ED 250 326

Topencharov, Vladimir
Higher Education in Bulgaria.

Biggers, J. Thompson
North and Latin American Business Negotiations: An Assessment of Differences in Interpersonal Perception.
24p. 1mf. L1 ED 249 545

Billingsley, Felix
Investigating the Problem of Skill Generalization. 2nd Edition.
65p. 1mf. L1 ED 249 737

Bills, Linda G.
OCLC Public Access Terminals in Small and Medium-Sized Libraries. Illinois Valley Library System OCLC Experimental Project, Report No. 6.
91p. 1mf. L1 ED 250 004

Bjorklund, Eskil
The Research on Higher Education Program. Swedish Research on Higher Education, 1984-5.
29p. 1mf. L1 ED 249 832

Black, Hedda
Adolescent Morality: Social Responsibility versus Alienation. Unit for Child Studies. Selected Papers Number 26.
12p. 1mf. L1 ED 250 094

Blomeyer, Charlotte
The Effect of Differing Participant Structures on the Speech of Children Acquiring English as a Second Language.
9p. 1mf. L1 ED 249 782

Bluestone, Michael A.
Decreasing Aggression Using Four-Point Restraints and Symbol Programs.
34p. 1mf. L1 ED 249 428

Boehnlein, Mary Maher
Parents and Nutrition.
16p. 1mf. L1 ED 250 074

Bolin, Frances
The Effective Teacher: Educational Testing and Measurement as a Curriculum Concern.
30p. 1mf. L1 ED 250 388

Bolton, Christopher
Understanding Funeralization and Post-Funeralization Rituals: The Facilitation of Grief Work.
11p. 1mf. L1 ED 249 432

Bondurant, R. Lynn, Jr.
Comet Halley Returns. A Teacher's Guide, 1985-1986.
56p. 1mf. L1 ED 250 202

Bonus, Thaddeus, Ed.
Improving Internal Communication.
141p. 2mf. L2 ED 249 842

Bossert, Steve
Issues for School Improvement.
14p. 1mf. L1 ED 249 581

Bownas, David A.

70p. 1mf. L1 ED 250 431

Dipaolo, Andy
Guidelines to Media Utilization: Lessons from Project Discovery. Research Report 64.
34p. 1mf. L1 ED 249 955

Dirie, Mohamed Farah
Handwriting Manual for Primary Teachers in Somalia. African Studies in Curriculum Development & Evaluation No. 61.
61p. 1mf. L1 ED 249 486

Dobbs, Ralph
Correctional Education: Methods and Practices in the Computer Age.
9p. 1mf. L1 ED 249 362

Dooley, Deborah
Liberal Arts College Learning Skills Program.
32p. 1mf. L1 ED 249 707

Dosi, Salma
Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.
45p. 1mf. L2 ED 249 501

Drewry, Debra L.
Similarity Effects and Age Differences in Children's Friendships.
27p. 1mf. L1 ED 250 063

Dreyer, Lois G.
Readability and Reading Ability: Implications for the Classroom.
19p. 1mf. L1 ED 249 472

Drobnic, Karl
Teaching Conceptual Paragraphs in EST Courses: A Practical Technique.
12p. 1mf. L1 ED 249 766

Teaching EST without Becoming a Scientist: A Practical Technique.
11p. 1mf. L1 ED 249 765

Dromi, Esther
On Marking Time without Aspect in Child Language.
11p. 1mf. L1 ED 249 789

Dryfoos, Joy G.
Review of Interventions in the Field of Prevention of Adolescent Pregnancy. Preliminary Report.
55p. 1mf. L1 ED 250 409

Dubitsky, Barbara
Implications for Teacher Education of Assuming That Schools of the Future Will Have Unlimited Access to Technology.
12p. 1mf. L1 ED 250 302

Duke, Daniel L.
Decision Making in an Era of Fiscal Instability. Fastback 212.
42p. 1mf. L1 ED 249 631

Dunbar, Ann M.
Achievement in Foundations Courses Related to Cognitive Level or Major?
16p. 1mf. L1 ED 250 271

The Ninth Summative Report of the Office of Computer-Based Instruction.
287p. 3mf. L1 ED 249 865

Hoke, Mary Ellen
Research Report on the Japanese School System, Computer-Aided Instruction in Japan and the Japanese Home Computer Market.
104p. 2mf. L1 ED 249 645

Hood, Mary Ann G., Ed.
Professional Integration: A Guide for Students from the Developing World.
151p. 2mf. L2 ED 249 845

Hopkins, Mona S.
Meeting the Pepsi Challenge: Preparing Evaluation Programs for Scholastic Improvement.
10p. 1mf. L1 ED 249 425

Horner, Annette M.
Notes to Teachers of Basic Writing: An Instructor's Guidebook.
42p. 1mf. L1 ED 250 035

Horton, Janet Little
Preemployment Inquiries: Avoiding Pitfalls in the Hiring Process. Obtain the Person Best Qualified and Suited for a Particular Position in a Public School District without Invading Their Privacy. Avoid Charges of Discrimination and Bias in Hiring.
33p 1mf. L2 ED 249 635

Hossler, Don
Enrollment Management: An Integrated Approach.
174p. 2mf. L2 ED 249 906

Howard, Estelle
Design for Life. Abortion. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
34p. 1mf. L2 ED 250 264

Do You Believe? Religious Rights in the Public Schools. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
36p. 1mf. L2 ED 250 268

Finders Keepers: Property Rights of a Finder. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 266

Gateway: Deportation. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
45p. 1mf. L2 ED 250 269

Keep Out - Danger! Use of Devices Which Can Cause Death or Serious Bodily Injury in Defense of Real and/or Personal Property. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 265

Spare the Rod: Due Process re School Discipline. Second Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

Mason, Mary, Comp.
Economics: A Guide to Reference Sources.
18p. 1mf. L1 ED 250 235

Massanari, Carol Byler
The Identification Through Placement Process for Mildly Handicapped Students in Middle Schools.
337p. 4mf. L1 ED 249 735

Mastropieri, Margo A.
Learning Characteristics of Gifted Youths: Precocious Strategy Use.
21p. 1mf. L1 ED 249 690

Mathisen, Kenneth S.
Attrition from an Adolescent Addiction Treatment Program: A Cross Validation.
15p. 1mf. L1 ED 249 444

Matthews, Dorothy, Ed.
Orwell and Language Study.
64p. 1mf. L2 ED 249 524

Matthews, Janet R.
The Many Sides of Undergraduate Advisors.
10p. 1mf. L1 ED 249 915

Mawby, Ronald
Structured Interviews on Children's Conceptions of Computers. Technical Report No. 19.
41p. 1mf. L1 ED 249 932

Mawdsley, Ralph D.
Legal Aspects of Pupil Transportation.
55p. 1mf. L2 ED 249 610

Mayers, Teena
Understanding Nuclear Weapons and Arms Control: A Guide to the Issues. New Edition.
113p. 2mf. L2 ED 250 216

McCabe, Margaret J.
Analysis of Learning Styles of Nursing Students at University of Central Florida. Curriculum and Program Planning.
49p. 1mf. L1 ED 249 834

McCallister, Corliss
Preschool for Developmentally Advanced (Gifted) Children.
21p. 1mf. L1 ED 249 745

McCauley, Robert
Alternative School Programming for Behavior Disordered Children.
27p. 1mf. L1 ED 249 670

McClure, Erica
The Effect of Differing Participant Structures on the Speech of Children Acquiring English as a Second Language.
9p. 1mf. L1 ED 249 782

McDaniel, Patrick
New Mexico High School Proficiency Examination/Diploma Endorsement District Report. 1983.

Study in the Development of Discourse Competence: David: A Six-Year-Old Discovers Authorship.
77p. 1mf. L1 ED 249 521

Reyhner, Jon

Heart Butte: A Blackfeet Indian Community = Moisskitsipahpiistaki Siksikaiitsitapi Ohkanopissini.
24p. 1mf. L1 ED 250 115

Reynolds, Cecil R.

An Analysis of WAIS-R Performance by Sample Stratification Variables Used during Standardization.
24p. 1mf. L1 ED 249 409

Reynolds, Dorothy F.

The Peninsula Academies. Second Yearly Interim Report.
60p. 1mf. L1 ED 249 357

The Peninsula Academies. Third Yearly Interim Report.
73p. 1mf. L1 ED 249 358

Rice, Dale R.

The Effect of Three Types of Brain-Based Instruction on the Mathematics Achievement and Attitudes of Second Grade Students.
16p. 1mf. L1 ED 250 155

Richardson, Richard C., Jr.

Opinions of Strategic Constituencies Regarding Community College Activities at Maricopa and Central Arizona College.
8p. 1mf. L1 ED 250 038

Rickards, William

Parental Feedback in the Evaluation of a Camp for Disadvantaged Children: The Camp Limberlost Project.
21p. 1mf. L1 ED 250 141

Riel, Margaret

Mislabeled, but Not Misidentified. Final Progress Report, 7/1/80-6/30/81.
36p. 1mf. L1 ED 249 740

Rigg, Pat

Petra: Learning to Read at 45.
22p. 1mf. L1 ED 249 761

Rivenburgh, Edwin, Comp.

SUNY Community College Learning Resources Professional Staff Status and Salary Survey, 1983-84.
28p. 1mf. L1 ED 249 917

Rivera, Charlene, Ed.

Communicative Competence Approaches to Language Proficiency Assessment: Research and Application. Multilingual Matters 9.
170p. 2mf. L1 ED 249 793

Rizzi, Rose A.

Impact and Implications of Technological Change on Educational Institutions.
18p. 1mf. L1 ED 249 944

Roark-Calnek, Sue, Comp.

Haitian Component Bibliography. Migrant Heritage Studies Kit.

117p. 2mf. L1 ED 249 870

Torabi, Mohammad R.

Education in Healthy Lifestyles: Curriculum Implications. Fastback 216.

48p. 1mf. L1 ED 250 277

Torello, Michael W., Jr.

The Use of Event-Related Brain Potentials to Measure Cognitive Processing Deficits in the Brain-Injured.

22p. 1mf. L1 ED 250 353

Torres, Marcia G.

Aspirations of Adolescent Hispanic Females for Marriage, Children, Education and Employment. Report No. 2: Young Hispanic Mothers Enrolled in School and/or Employed Interviewed in the 1979 National Longitudinal Survey.

103p. 2mf. L1 ED 250 437

Toven, J. Richard

Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States.

138p. 2mf. L2 ED 249 899

Tower, Cynthia Crosson, Ed.

Questions Teachers Ask about Legal Aspects of Reporting Child Abuse and Neglect.

34p. 1mf. L2 ED 249 634

Townsend, David

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Final Report.

230p. 3mf. L1 ED 249 661

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Summary Report.

71p. 1mf. L1 ED 249 662

Tracz, George

Constructing Humane Computing Environments in Educational Institutions.

26p. 1mf. L1 ED 249 571

Troidl, Robert C.

The Mesa Unified School District Advanced Placement Program--Perspectives of Former Students. Research Report 52.

62p. 1mf. L1 ED 250 366

Trudeau, Edouard J. C.

Selected French Speaking Sub-Saharan African Countries: Burundi, Cameroon (Eastern), Chad, Congo (Brazzaville), Dahomey, Gabon, Ivory Coast, Mali, Mauritania, Niger, Rwanda, Senegal, Togo, Upper Volta, Zaire. A Guide to the Academic Placement of Students from These Countries in Academic Institutions of the United States.

The Effects of Rating Purpose and Anonymity on Self Ratings.
10p. 1mf. L1 ED 250 394

Boyan, Craig
California's New Eligibility Criteria: Legal and Program Implications.
36p. 1mf. L1 ED 249 744

Bozik, Mary
The Development of Discourse Planning Skills in Early and Late Adolescence.
21p. 1mf. L1 ED 249 547

Brackett, John
The Legacy of Rational Budgeting Models in Education and a Proposal for the Future. Project Report No. 83-A21.
75p. 1mf. L1 ED 249 621

Bradford, Clarence
Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: Final Report.
103p. 2mf. L1 ED 249 853

Braman, Sandra
The Costs and Benefits of Openness: Sunshine Laws and Higher Education.
78p. 1mf. L2 ED 249 851

Brandenburg, Dale C.
Analysis and Review of Courseware Evaluation Strategies.
30p. 1mf. L1 ED 249 936

Brannan, Richard
Alternative Problem Solving in Mathematics, Grade 4-6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
302p. 4mf. L1 ED 250 214

Problem Solving in Mathematics, Grade 4. Lane County Mathematics Project. With Teacher's Commentary and Answers.
385p. 5mf. L2 ED 250 208

Problem Solving in Mathematics, Grade 5. Lane County Mathematics Project. With Teacher's Commentary and Answers.
263p. 3mf. L2 ED 250 209

Problem Solving in Mathematics, Grade 6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
242p. 3mf. L2 ED 250 210

Problem Solving in Mathematics, Grade 7. Lane County Mathematics Project. With Teacher's Commentary and Answers.
255p. 3mf. L2 ED 250 211

Problem Solving in Mathematics, Grade 8. Lane County Mathematics Project. With Teacher's Commentary and Answers.
258p. 3mf. L2 ED 250 212

Problem Solving in Mathematics, Grade 9. Lane County Mathematics Project. With Teacher's Commentary and Answers.
292p. 4mf. L2 ED 250 213

Problem Solving in Mathematics, In-Service Guide. Lane County Mathematics Project.

Dunn, Polly P.

Homemaker Reaction to EFNEP/Food Stamp Pilot Nutrition Education Project. A 1983 Pennsylvania and Massachusetts Survey. Extension Studies 92.

42p. 1mf. L1 ED 249 363

Dyson, Anne Haas

Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 2: The Second Grade Data.

135p. 2mf. L1 ED 249 535

Eabon, Michelle F.

On the Relationship between Impulsivity and Field-Dependence in Hearing-Impaired Children.

12p. 1mf. L1 ED 249 757

Eadie, Frank

The Origins of Fiction.

25p. 1mf. L1 ED 249 506

Eakman, Donna

CPT Word Processing Instructional Materials.

219p. 3mf. L1 ED 249 360

Earl, L. M.

Early Identification System: Four-Year Followup of the Kindergarten Class of 1978-79. Research Report 84-01.

13p. 1mf. L1 ED 250 086

Survey of Students' Attitudes towards Physical and Health Education in London Secondary Schools, June 1983. Research Report 83-08.

64p. 1mf. L1 ED 250 273

Easterly, John W., Jr.

An Outline of North Carolina History.

205p. 3mf. L1 ED 250 228

Eblen, Charlene

Peter Elbow's "Believing Game": A Focus for a Writing Conference.

13p. 1mf. L1 ED 249 510

Eck, Norman K.

Contemporary Navajo Affairs: Navajo History Volume III, Part B.

304p. 4mf. L1 ED 250 144

Ediger, Marlow

Handwriting and the Pupil.

19p. 1mf. L1 ED 250 073

Teaching Mathematics in the Elementary School (A Collection of Essays).

119p. 2mf. L1 ED 250 169

Edwards, Patsy B.

Leisure as a Campus Developmental Resource: Two Perspectives on the Future.

19p. 1mf. L1 ED 249 434

Eiseman, Jeffrey W.

Coordinating Assistance in School Improvement Efforts: Issues to

37p. 1mf. L2 ED 250 267

Students Are Also Citizens: First Amendment Rights of Students. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
48p. 1mf. L2 ED 250 262

To Prosecute or Not? Enforcement of Federal Criminal Regulatory Statutes. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
46p. 1mf. L2 ED 250 263

With Interest It Comes To...Unconscionable Clauses in Sales Contracts. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
42p. 1mf. L2 ED 250 270

Howey, Kenneth R.
The Next Generation of Teacher Preparation Programs.
44p. 1mf. L1 ED 250 288

Hoyle, Sally G.
Social Relations in Children with Learning Disabilities Revisited: Social Status, Perceived Social Competence, and Conceptions of Friendship.
12p. 1mf. L1 ED 249 683

Huang, Xiao-hua
An Investigation of Learning Strategies in Oral Communication that Chinese EFL Learners in China Employ.
165p. 2mf. L1 ED 249 796

Hubbard, Philip
Understanding English Modals through Space Grammar.
26p. 1mf. L1 ED 249 794

Hudelson, Sarah
Janice: Becoming a Writer of English.
23p. 1mf. L1 ED 249 760

Hudson, Heather E.
The Growth of the Information Sector in Texas.
26p. 1mf. L1 ED 250 002

Hudson, Judith
Differentiation and Development in Children's Event Narratives.
9p. 1mf. L1 ED 249 786

Huling-Austin, Leslie
Collecting Data in High Schools: Methods and Madness. R&D Report No. 3183.
39p. 1mf. L1 ED 250 392

Huling, Leslie L.
Multi-Dimensional Approach for Assessing Implementation Success. R&D Report No. 3157.
32p. 1mf. L1 ED 250 328

Humes, Ann
Designing Text for Information Processing. Technical Report 86.
23p. 1mf. L1 ED 249 940

Humphrey, Margaret

24p. 1mf. L1 ED 250 322

McDaniel, Patrick L.

Charles R. Spain Career Enrichment Center. Delivery of Services Evaluation.

238p. 3mf. L1 ED 250 324

New Mexico High School Proficiency Examination (NMHSPE). District Report. 1982-83.

84p. 1mf. L1 ED 250 344

McDonald, Jessyna M.

To Be Old, Gifted, and Black...Untapped Resources.

17p. 1mf. L1 ED 249 424

McEvoy, Cathy L.

Behavioral Approach to Improving Self-Care Skills in OBS Patients.

14p. 1mf. L1 ED 249 447

McGhee, Max B.

Assessment of Competencies Possessed by Students Enrolled in the Fundamentals of Agribusiness and Natural Resources Occupations Program. A Report of Research.

94p. 1mf. L1 ED 249 353

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research.

111p. 2mf. L1 ED 249 354

Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Ornamental Horticulture Component. A Report of Research.

43p. 1mf. L1 ED 249 355

McKee, Macey Blackburn

Academic Writing vs. Composition.

9p. 1mf. L1 ED 249 807

McKeough, Anne

Developmental Stages in Children's Narrative Composition.

18p. 1mf. L1 ED 249 461

McKinley, Douglas

Communication and Media Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

151p. 2mf. L1 ED 249 388

Environmental Control Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

66p. 1mf. L1 ED 249 390

Marine Science Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

52p. 1mf. L1 ED 249 384

McKinley, Robert L.

Multidimensional Difficulty as a Direction and a Distance.

12p. 1mf. L1 ED 250 399

McNair, E. Wesley

Integrated Programs Sequenced to Enrich the Cognitive and Affective Skills of Minority Students Seeking Health Professional

101p. 2mf. L1 ED 250 120

Roberts, Caton
Causal Chains: Intervening Causation and Attribution of Responsibility.
35p. 1mf. L1 ED 249 420

Robins, Elliot
Testing "Compatibility Testing."
13p. 1mf. L1 ED 249 417

Robinson, John
Culture Shock: Information Packet for Developing Stress/Culture Shock Programs for Students in Overseas Schools.
25p. 1mf. L1 ED 249 430

Robinson, Sharon B.
Toward a More Desirable Profession.
21p. 1mf. L1 ED 250 293

Rockman, Ilene F., Comp.
Test Information: A Selective Annotated Bibliography. Bibliography Series Fourteen.
25p. 1mf. L1 ED 250 377

Rodriguez, Orlando
Barriers to Clinical Services among Chronically Mentally Ill Hispanics.
16p. 1mf. L1 ED 250 405

Ro[illegible]sel, Robert A., Jr.
Dinetah: Navajo History. Volume II.
187p. 2mf. L1 ED 250 143

Romberg, Thomas A., Ed.
School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .
194p. 3mf. L1 ED 250 196

Roper, Michael
Planning, Equipping and Staffing a Document Reprographic Service: A RAMP Study with Guidelines.
92p. 1mf. L2 ED 250 005

Rossmiller, Richard A.
Changing Educational Practice through Continuing Professional Development Programs.
20p. 1mf. L1 ED 249 609

Roth, Rita
Language Learning and the Practical Use of Language in School.
31p. 1mf. L2 ED 249 533

Rounds, Jeanine C.
Tests in Use in California Community Colleges: Standardized Tests Most Used for Placement in English, Reading, ESL, and Math.
28p. 1mf. L1 ED 250 037

Rowan, Murray
Survey of Secondary School Perceptions: Students, Parents, Staff. Research Report.
59p. 1mf. L1 ED 250 338

20p. 1mf. L2 ED 249 900

Trumbull, Deborah J.
Influence of Users' Teaching Perspectives on Their Interpretations of a Microcomputer Simulation.
22p. 1mf. L1 ED 250 284

Tsutakawa, Robert K.
Improved Estimation Procedures for Item Response Functions. Final Report on Project NR150-464. Research Report 84-2.
23p. 1mf. L1 ED 250 397

Turner, Jim L.
Coping with Adolescence: Perspectives of Retarded Individuals and Their Family.
24p. 1mf. L1 ED 249 689

Turner, Nancy
Analysis of Score Change Patterns of Examinees Repeating the Graduate Record Examinations General Test.
49p. 1mf. L1 ED 250 331

Turock, Betty J.
Subject Access in the Small Library.
13p. 1mf. L1 ED 249 996

Tuttle, George
Problems in Pulps: A Study of Special Collections in Pulp Magazines.
33p. 1mf. L1 ED 249 989

Tyler, Lorraine K.
Integration of Information during Language Comprehension: A Developmental Study.
10p. 1mf. L1 ED 249 777

Upitis, Rena
Children's Understanding of Rhythm: The Relationship between Development and Musical Training.
90p. 1mf. L1 ED 250 071

Urdal, Pamela
"Trap Setting" in Didactic Materials.
19p. 1mf. L1 ED 249 810

Valle, Victor M.
Management Training in Educational Systems.
39p. 1mf. L1 ED 249 628

Van Dusseldorp, Ralph
Attitudes toward Elementary School Student Retention.
57p. 1mf. L1 ED 250 109
Computer Literacy and Use among Elementary Classroom Teachers.
33p. 1mf. L1 ED 249 938

van Naerssen, Margaret
How Is a Chinese Student Like a Thermos Bottle?
11p. 1mf. L1 ED 249 818

Van Voorhis, Patricia
The Nature, Function, and Impact of Inmate Communication Patterns in a Maximum Security Prison.

43p. 1mf. L2 ED 250 215

Brathwaite, Rudolph L.
The First Annual Health Promotion in Day Care Conference (Washington, D.C., April 7, 1984). Conference Proceedings Report.
26p. 1mf. L1 ED 250 105

Brawer, Florence B.
Facilitating Transfer through Student Support Services.
13p. 1mf. L1 ED 250 024

Brooks, Carl
Reducing the Impact of R.I.F.--An Incentive Program.
12p. 1mf. L1 ED 249 620

Brown, A. L.
Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

Brown, Larry
Community Based Organizations. The Challenges of the Job Training Partnership Act.
28p. 1mf. L1 ED 249 345

Brown, Paula M.
The Role of Inference in Effective Communication.
16p. 1mf. L1 ED 249 742

Brown, Peggy Ann, Ed.
Writing Programs.
21p. 1mf. L2 ED 249 850

Brown, R. L.
The Efficacy of Multidimensional Line-Printer Graphics for Cluster Recovery.
22p. 1mf. L1 ED 250 390

Brown, Tracy
Learning to Read English as a Second Language: Effects of First Language Script System and Cultural/Educational Background.
19p. 1mf. L1 ED 249 759

Brown, William J.
Physical Science in General Education Curriculum Reform.
14p. 1mf. L1 ED 250 171

Brummel, Brenda
Introducing Computer Education into an Early Elementary Curriculum.
87p. 1mf. L1 ED 250 059

Bryan, Robert
History, Pseudo-History, Anti-History: How Public School Textbooks Treat Religion. Policy Studies in Education.
21p. 1mf. L2 ED 249 575

Buchanan, Aaron
The Shape of Learning Opportunity in School Arithmetic and General Mathematics.
42p. 1mf. L1 ED 250 160

What Students in the Intermediate Grades Don't Know about

Consider.

13p. 1mf. L1 ED 249 658

Elias, Maurice

Affective Television in the Special Education Environment: The Use of "Inside/Out" with Learning Disabled and Emotionally Handicapped Boys. Research Report 66.

33p. 1mf. L1 ED 249 956

Elliott, Martha W., Comp.

Ethical Issues in Social Work. An Annotated Bibliography.

102p. 2mf. L2 ED 250 231

Ellis, David

Communication Difficulties and Visually Handicapped People.

10p. 1mf. L1 ED 249 675

Emihovich, Catherine

The Ethnography of Education: Problems and Prospects for Women Researchers.

13p. 1mf. L1 ED 250 334

Emilsson, Elin

Negotiation, Strategies, and Whose Fault Was It Anyway?

10p. 1mf. L1 ED 249 809

Emmer, Edmund T.

Current Research on Effective Classroom Management.

16p. 1mf. L1 ED 249 586

Empson, Judith V.

An Impact Evaluation of the Resource Access Projects, 1982-1983.

245p. 3mf. L1 ED 250 069

An Impact Evaluation of the Resource Access Projects, 1981-1982.

352p. 4mf. L1 ED 250 077

End, Laurel J.

Unearthing Grounds: Some Studies of Metaphor Comprehension.

25p. 1mf. L1 ED 249 817

Epstein, Joyce L.

Homework Practices, Achievements, and Behaviors of Elementary School Students.

27p. 1mf. L1 ED 250 351

Erbaugh, Mary S.

"Scissors, Paper, Stone": Perceptual Foundations of Noun Classifier Systems.

10p. 1mf. L1 ED 249 787

Eriksen, Jan P.

Academic Counseling for Adults in Transition to High-Tech Careers.

28p. 1mf. L1 ED 249 371

Escoe, Adrienne

Remedial Reading and English Instruction for Junior High and High School Students: A Description of Common Practices in Teaching and Assessment.

80p. 1mf. L1 ED 249 470

Writing a Writing Assessment: Saying What You Want to Say Isn't as Simple as It Seems.

GATE: A Model Project for Implementing a Program for Gifted and Talented Education in Rural Schools.
129p. 2mf. L1 ED 250 117

Hunt, Earl
Using Interactive Computing to Expand Intelligence Testing: A Critique and Prospectus. Report No. 84-2.
85p. 1mf. L1 ED 250 320

Huntze, Sharon L.
Positive Alternatives to the Disciplinary Exclusion of Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders.
119p. 2mf. L1 ED 249 668

Huston, Ted L.
Testing "Compatibility Testing."
13p. 1mf. L1 ED 249 417

Hwang, Sean-Shong
The Impacts of the Age-Structure of Net Migration on the Economic and Socioeconomic Characteristics of Texas Counties, 1960-1980.
25p. 1mf. L1 ED 250 134

Hyams, Nina
Semantically-Based Child Grammars: Some Empirical Inadequacies.
9p. 1mf. L1 ED 249 785

Ingels, Steven J.
The Development of the Economics Values Inventory. Report to the Foundation for Teaching Economics.
75p. 1mf. L1 ED 250 243

Ingram, D. E.
Using Proficiency Rating Scales with High School Foreign Language Learners.
18p. 1mf. L1 ED 249 767

Iszkowski, Marie-Charlotte
Metropolitan French: Familiarization & Short-Term Training.
600p. 7mf. L1 ED 249 775

Jackson, Catherine A.
Which Is MINE/mine? Acquisition of Possessives in ASL and English.
9p. 1mf. L1 ED 249 784

Jackson, Coleen O'Rourke
Use of Microcomputers for School Hearing Screening and Evaluation Records.
9p. 1mf. L1 ED 249 747

Jackson, Douglas N.
Brief Form of the Multidimensional Aptitude Battery (MAB).
14p. 1mf. L1 ED 250 383

Jackson, James L.
Some Reasons for a Need to Change the Approach to Trigonometry Instruction and a Proposal for Change.
20p. 1mf. L1 ED 250 027

Jackson, Lorraine M.
Impact and Implications of Technological Change on Individuals and

Training.

7p. 1mf. L1 ED 249 872

Meade, Anne, Comp.

New Zealand Early Childhood Care and Education Bibliography, 1979-1982, with ERIC Descriptors.

113p. 2mf. L1 ED 250 081

Meade, Edward J., Jr.

Recent Reports on Education: Some Implications for Preparing Teachers.

18p. 1mf. L1 ED 250 303

Medina, Sue O.

Manual for a Summer Reading Program.

75p. 1mf. L1 ED 249 997

Melton, Gary Warren

Television and Its News: A Discrepancy Examination.

26p. 1mf. L1 ED 249 553

Meyers, Kathleen

Attrition from an Adolescent Addiction Treatment Program: A Cross Validation.

15p. 1mf. L1 ED 249 444

Michael, Douglas O., Comp.

SUNY Community College Learning Resources Professional Staff Status and Salary Survey, 1983-84.

28p. 1mf. L1 ED 249 917

Milazzo, Patricia A.

Equating Instructional Accomplishment Inventories and Standardized Achievement Tests.

30p. 1mf. L1 ED 250 391

Miller, Lynne

Teachers, Their World, and Their Work. Implications for School Improvement.

155p. 2mf. L2 ED 250 285

Miller, Stephen K.

The Jefferson County Effective Schools Project: Description and Analysis of Outcomes.

34p. 1mf. L1 ED 249 651

Milletti, Mario A.

Voices of Experience: 1500 Retired People Talk about Retirement.

201p. 3mf. L1 ED 249 844

Millham, Spencer

Evaluating Residential Institutions.

16p. 1mf. L1 ED 250 108

Milner, Joseph O.

Writing Stages: A Developmental Hierarchy.

12p. 1mf. L1 ED 249 496

Miranti, S. V.

Effects on Learning of Relaxation Training with Mentally Retarded Adults.

18p. 1mf. L1 ED 249 412

Rowling, Louise
Children and Loss. Part 1: A Teacher's View: The Child in the Single Parent and Blended Family. Part 2: Helping Children Cope with Loss. Unit for Child Studies. Selected Papers Number 25.
20p. 1mf. L1 ED 250 093

Rubin, Laurie
Food First Curriculum: An Integrated Curriculum for Grade 6.
156p. 2mf. L1 ED 250 242

Rudolph, David D.
Positive Disciplinary Project.
20p. 1mf. L1 ED 249 640

Rule, Judy Gayle
Effects of Multigrade Grouping on Elementary Student Achievement in Reading and Mathematics. RR-48.
143p. 2mf. L1 ED 250 327

Running Crane, Jenny
Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
33p. 1mf. L1 ED 250 114

Rusco, Elmer R.
Bill of Rights in Tribal Constitutions. First Draft .
38p. 1mf. L1 ED 250 135

Rush, Jean C
The Research and Development Function of the 1983 Getty Institute for Educators on the Visual Arts.
18p. 1mf. L1 ED 250 246

Ruskus, Joan A.
Comparative Analysis of College Freshmen by Major Field of Study: A Changing Profile.
89p. 1mf. L2 ED 249 824

Russell, Millie Louise
Integrated Programs Sequenced to Enrich the Cognitive and Affective Skills of Minority Students Seeking Health Professional Training.
7p. 1mf. L1 ED 249 872

Rychlak, Joseph F.
Researching Dialectical Reasoning: Possibilities and Impossibilities.
14p. 1mf. L1 ED 249 414

Saffer, Shelley
Stress and the Educational Administrator: A Synthesis of Dissertation Research.
32p. 1mf. L1 ED 249 568

Sagen, H. Bradley
Faculty Salaries and the Personnel Structure of Institutions.
11p. 1mf. L1 ED 249 823

Salter, Kay H.
Changes Real and Imagined: A Historical Examination of Secondary School Literature Teaching and Texts.
25p. 1mf. L1 ED 249 538

38p. 1mf. L1 ED 249 544

VanDevender, Evelyn M.
The Effect of Three Types of Brain-Based Instruction on the Mathematics Achievement and Attitudes of Second Grade Students.
16p. 1mf. L1 ED 250 155

VanTassel-Baska, Joyce
Gifted Education in the 80's: Pitfalls and Possibilities.
14p. 1mf. L1 ED 249 712

Vavrek, Bernard
Reference Service in Rural Public Libraries.
74p. 1mf. L2 ED 250 012

Vavrek, Bernard, Ed.
Trends in Humanities Programming.
74p. 1mf. L1 ED 250 014

Vedel, Doyer Georges
Reform and Development of Tertiary Education in Europe. Recommendations.
104p. 2mf. L1 ED 249 831

Veeder, Gerry A.
History of the Caterpillar Tractor Company's Use of Motion Pictures.
12p. 1mf. L1 ED 249 541

Veeman, Frank
An Attrition Study of the Off Duty Air Force Education Program at McConnell AFB.
18p. 1mf. L1 ED 249 370

Veenendall, Thomas L.
Making an Internship Program Successful: The Necessary Ingredients.
18p. 1mf. L1 ED 249 542

Velazquez, Clara
Seward Park High School Project Superemos, 1982-1983. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 429

Villa, Kitty Maker
Mexico: A Study of the Educational System of Mexico and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
292p. 4mf. L2 ED 249 895

Villegas, Ana
Project MAS, 1982-1983. O.E.E. Evaluation Report.
78p. 1mf. L1 ED 250 427

Villegas, Jose
Project MAS, 1982-1983. O.E.E. Evaluation Report.
78p. 1mf. L1 ED 250 427

Vollmann, Wolfgang, Ed.
Interdisciplinarity in Higher Education.
107p. 2mf. L1 ED 249 864
Review of Statewide Long-Range Planning. Commission Report 84-17.

Fractions and What To Do about it.
7p. 1mf. L1 ED 250 158

Buchanan, Aaron D.
Equating Instructional Accomplishment Inventories and Standardized Achievement Tests.
30p. 1mf. L1 ED 250 391

Buckhalt, Joseph A.
Applied Developmental Psychology: What Is Its Relationship to School Psychology?
8p. 1mf. L1 ED 249 441

Bullock, Lyndal
LD or Not?
25p. 1mf. L1 ED 249 717

Burbules, Nicholas C.
Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
26p. 1mf. L1 ED 250 176

Burke, Christa
Youth-in-Action Program Implementation Manual. Revised Edition.
59p. 1mf. L2 ED 250 259

Burke, Peter J.
Teacher Career Stages: Implications for Staff Development. Fastback 214.
32p. 1mf. L1 ED 250 276

Burloiu, Petre
Higher Education and Economic Development in Europe, 1975-1980: (A Statistical and Economic Study) = L'Enseignement Superieur et le Developpement Economique en Europe, 1975-1980: (Etude Statistique et Economique). Vol. II.
361p. 4mf. L1 ED 249 863

Burrows, Alvina Treut
They All Want to Write: Written English in the Elementary School. Fourth Edition.
p. 38mf. L3 ED 249 526

Burton, Louise F.
Serving Exceptional Children in Rural America: The One Room School House Revisited.
14p. 1mf. L1 ED 249 711

Bush, Robert N.
Effective Staff Development.
17p. 1mf. L1 ED 249 591

Butler, Darrell L.
Interests in and Barriers to Computer Based Instruction of Psychology in Higher Education.
20p. 1mf. L1 ED 249 941

Butler, Deborah A., Ed.
In the Middle: Perspectives on Transescence and Middle School Education.

54p. 1mf. L1 ED 249 507

Estler, Suzanne E.
Evolving Jobs and Nonteaching Professional Staff in Universities: An Alternative Perspective on Career Mobility Processes. Final Project Report.
97p. 2mf. L1 ED 249 819

Evans, Judith L.
Roots and Wings, Volumes I and II. Parent-to-Parent Dissemination, Phases I and II.
515p. 6mf. L2 ED 250 064

Evans, Sharon Hunsucker
Research-Based Teacher Effectiveness Skills: Perceptions of Members of a Teacher Education Program.
68p. 1mf. L1 ED 250 274

Everett, Joyce
Patterns and Implications of Child Support and Enforcement Practices for Children's Well-Being. Working Paper No. 128.
18p. 1mf. L2 ED 250 079

Evertson, Carolyn
The Characteristics of Effective Teacher Preparation Programs: A Review of Research.
59p. 1mf. L1 ED 250 314

Faas, Larry A.
Stress Producing Factors and Their Effects on Learning Disabilities Specialists, Regular Educators, and Other Special Educators.
11p. 1mf. L1 ED 249 706

Faerber, Kay
Attitudes toward Elementary School Student Retention.
57p. 1mf. L1 ED 250 109

Falk, William W.
Bringing Rural Sociology Back In: Critical Theory and Rural Policy.
30p. 1mf. L1 ED 250 142

Federico, Pat-Anthony
Spatial Performance, Cognitive Representation, and Cerebral Processes. Final Report.
23p. 1mf. L1 ED 250 375

Fehring, Heather
The Teaching of Spelling.
34p. 1mf. L2 ED 249 489

Fien, John, Ed.
Research in Geographical Education--Volume 2. Papers Presented to the National Meeting of the Australian Geographical Research Association (2nd, Sydney, Australia, December 4-6, 1982).
278p. 3mf. L1 ED 250 220

Fincham, Frank D.
Causal Chains: Intervening Causation and Attribution of Responsibility.

Industry.
13p. 1mf. L1 ED 249 440

Jacobson, Eric
How to Use a Law Library.
10p. 1mf. L2 ED 250 261

Jacobson, Karen H.
Notes to Teachers of Basic Writing: An Instructor's Guidebook.
42p. 1mf. L1 ED 250 035

Jama, Mohamed A. F.
Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.
66p. 1mf. L1 ED 250 168

Jaworski, Anne Porter
Introducing Computer Education into an Early Elementary Curriculum.
87p. 1mf. L1 ED 250 059

Jennings, Lane
The Future as Fiction.
11p. 1mf. L1 ED 250 238

Jochums, Brenda
"ThinkAbout" Cluster Evaluation: Collecting Information.
305p. 4mf. L1 ED 249 946
Secondary General Mathematics: Attitudinal and Demographic Characteristics of Teachers and Students. Research Report 80.
122p. 2mf. L1 ED 249 967
Summary of the "ThinkAbout" Cluster Evaluation: Collection Information.
25p. 1mf. L1 ED 249 947

Johnson, David W.
Cooperative Small-Group Learning.
7p. 1mf. L2 ED 249 625

Johnson, J. K.
Thailand: A Study of the Educational System of Thailand and a Guide to the Academic Placement of Students from Thailand in Educational Institutions of the United States.
131p. 2mf. L2 ED 249 902

Johnson, J. K., Ed.
The Admission and Academic Placement of Students from: Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic.
129p. 2mf. L2 ED 249 848

Johnson, Roger T.
Cooperative Small-Group Learning.
7p. 1mf. L2 ED 249 625

Johnson, Tia
English Pyramids: Using Hierarchical Diagrams for Communication Activities.
29p. 1mf. L1 ED 249 816

Johnson, William L.

Mitchell, Felicia
Planning Creative Writing Activities for Educable Mentally Handicapped Adolescents.
16p. 1mf. L1 ED 249 709

Mitman, Alexis L.
Life Science Instruction and Its Relationship to Scientific Literacy at the Intermediate Level.
29p. 1mf. L1 ED 250 148

Miyake, Kazuo, Ed.
Research and Clinical Center for Child Development Annual Report, 1982-1983.
84p. 1mf. L1 ED 250 060

Mohamed, Ibrahim Jeylani
Investigation of Problems of Implementing Curriculum in Primary Schools in Somalia. African Studies in Curriculum Development & Evaluation.
34p. 1mf. L1 ED 250 167

Monahan, Thomas J.
United Kingdom: Medical Laboratory Science, Occupational Therapy, Physiotherapy. A Study of These Programs and a Guide to the Academic Placement of Students from These Programs in Educational Institutions of the United States.
195p. 3mf. L2 ED 249 903

Monroe, Martha C.
Bridging the Gap between the Natural and the Built Environments with Nature Center Programs.
8p. 1mf. L1 ED 250 153

Moon, Valerie
Report on Library Services to Disabled Persons in New South Wales, 1983.
102p. 2mf. L1 ED 249 721

Moore, Jeffrey S.
Energy. A National Need, A National Challenge.
26p. 1mf. L2 ED 250 192

Moreland, Richard L.
Role Transitions in Small Groups.
18p. 1mf. L1 ED 249 439

Morgan, James L.
Some Concepts and Consequences of a Degree 1 Learnability Result.
9p. 1mf. L1 ED 249 780

Morrison, George J.
Using Media Resources to Explore Drug Use in Society: A Special 5th Grade Drug Education Lesson That Makes Use of Library Media Resources.
73p. 1mf. L1 ED 249 431

Morrison, H. William
The Effects of Imagining and Perceiving on Problem Solving Strategies.
15p. 1mf. L1 ED 250 345

Samejima, Fumiko
General Model for the Homogeneous Case of the Continuous Response.
205p. 3mf. L1 ED 250 350

Samuel, Marie
Venture into the Vibrant Virgin Islands.
14p. 1mf. L1 ED 250 245

Sanders, James R.
Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.
23p. 1mf. L1 ED 249 948
Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Televsision Series. Volume I. Technical Report.
241p. 3mf. L1 ED 249 949
Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume V. Appendices to Technical Report.
257p. 3mf. L1 ED 249 953

Sani, Ruta Bulderis
Literature Sources in Elementary and Early Childhood Education.
287p. 3mf. L1 ED 250 066

Santmire, Toni E.
Cognitive Development in Writing.
15p. 1mf. L1 ED 249 505

Saunders-Hamilton, Tanya R.
Inventory of International Education Activities at Southeast Florida Colleges and Universities.
86p. 1mf. L1 ED 249 827

Scheuneman, Janice Dowd
The Female Voice in Measurement and Methodology.
11p. 1mf. L1 ED 250 395

Schieffer, Kevin J., Ed.
Professional Integration: A Guide for Students from the Developing World.
151p. 2mf. L2 ED 249 845

Schirmer, Barbara R.
An Analysis of the Language Development of Hearing Impaired Children.
22p. 1mf. L1 ED 249 751

Schmalz, Steve W.
Bayesian Model for Determining Levels of Student Mastery.
24p. 1mf. L1 ED 250 382

Schmitt, Alicia P.
The Relationship between Test Anxiety and Person Fit Measures.
28p. 1mf. L1 ED 250 370

Schneider, Michael J.
An Empirical Investigation of Media Program Preferences and Tastes.
21p. 1mf. L1 ED 249 543

Schnittjer, Carl J.

44p. 1mf. L1 ED 249 671

Wagaw, Teshome G.
Configuration of Education and Culture: An African Experience.
760p. 8mf. L1 ED 250 239

Wagner, Laura A.
The California Mentor Teacher Program.
6p. 1mf. L1 ED 249 595

Wald, Benji
Some Observations on the Syntactic Development of Discourse beyond Childhood.
10p. 1mf. L1 ED 249 776

Walker, Decker F.
The Software Problem.
7p. 1mf. L1 ED 249 597

Walker, Margaret
Makaton in the 1980's.
21p. 1mf. L1 ED 249 674

Wallace, Richard C., Jr.
Post Certification Development of Teachers and Administrators.
27p. 1mf. L1 ED 250 291

Walvoord, Barbara Fassler
Process-Oriented Writing Instruction in a Case-Method Class.
16p. 1mf. L1 ED 249 500

Wang, Margaret C.
An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program in a Large Urban School System.
59p. 1mf. L1 ED 249 739

Ward, William C.
Profile of Preparation in English: Phase II.
22p. 1mf. L2 ED 250 369

Warncke, Edna W.
Informal Assessment in Reading: Group vs. Individual.
12p. 1mf. L1 ED 249 482

Watahomigie, Lucille J.
Hualapai Reference Grammar.
599p. 7mf. L1 ED 250 132

Way, Joyce W.
Evaluation of the Chicago Mastery Learning Reading Program.
52p. 1mf. L1 ED 249 477

Way, Kathy Ann
Measurement and Evaluation of Reference/Information Service in Law School Depository Libraries: A Bibliography.
20p. 1mf. L1 ED 249 985

Weaver, Alice O.
Collection Development Procedures Manual.
30p. 1mf. L1 ED 250 009

Weaver, Constance
Parallels between New Paradigms in Science and in Reading and Literary Theories.

50p. 1mf. L1 ED 250 078

Bychowski, Deborah K.

Computer Literacy and Use among Elementary Classroom Teachers.

33p. 1mf. L1 ED 249 938

Byrd, Robert

Duke University: William R. Perkins Library Collection Analysis Project. Final Report.

106p. 2mf. L2 ED 250 001

Cadwell, Joel

Temperament Influences on Cognition and Achievement in Children with Learning Problems.

24p. 1mf. L1 ED 249 680

Callahan, Lois A.

Securing Business and Industry Support for Community Colleges: A Follow-Up Study on the California Association of Community Colleges Commission on Vocational Education 1982 Statewide Vocational Education Study. ACCCA Management Report, 1984-5/1.

18p. 1mf. L1 ED 250 018

Callender, Willard D., Jr.

Gerontology Training for Adult Educators: The Experience of the University of Southern Maine.

32p. 1mf. L1 ED 249 372

Camp, Delpha

Understanding Funeralization and Post-Funeralization Rituals: The Facilitation of Grief Work.

11p. 1mf. L1 ED 249 432

Candlin, Christopher

Dentist-Patient Communication. A Report to the General Dental Council.

277p. 3mf. L1 ED 249 763

Evaluating the Communicative Proficiency of Overseas Dentists. Annex to General Dental Council Report.

87p. 1mf. L1 ED 249 764

Cangelosi, James S.

Cooperation in the Classroom: Students and Teachers Together. Analysis and Action Series.

66p. 1mf. L2 ED 250 278

Cannings, Terence R.

Improving School Programs--Some Administrative Insights and Policy Guidelines.

25p. 1mf. L1 ED 249 650

Canter, Mathilde B.

Men and Relationships in the '80's.

8p. 1mf. L1 ED 249 453

Capobianco, Joseph P.

Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States.

112p. 2mf. L2 ED 249 890

35p. 1mf. L1 ED 249 420

Fischer, Laura Stavisky

New Approach to Learning Disability Programs in Post-Secondary Education.

30p. 1mf. L1 ED 249 702

Fisher, C. W.

The Gap between Promise and Reality in Computer Education: Planning a Response.

21p. 1mf. L1 ED 249 598

Fisher, Stephen H.

The Commonwealth Caribbean: A Study of the Educational System of the Commonwealth Caribbean and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

249p. 3mf. L2 ED 249 886

Fisher, Terri D.

The Effects of Age and Modality on Digit Span Performance.

11p. 1mf. L1 ED 249 418

Fleener, Nickieann

Without Bias? How Selected Employee Publications Depict the Roles of Women and Men within the Corporate Structure.

40p. 1mf. L2 ED 249 485

Flippo, Rona F.

Competency Based Certification of School Administrators: The Georgia Experience.

22p. 1mf. L1 ED 249 637

Follettie, Joseph F.

Bar Graph-Using Operations and Response Time.

31p. 1mf. L1 ED 250 381

Effects of Preliminary Directions on Table- and Graph-Using Proficiencies of Upper Elementary Schoolers.

60p. 1mf. L1 ED 250 389

Fontana, Lynn

Perspectives on the Social Studies: Report for the Agency for Instructional Television. Research Report 78.

91p. 1mf. L1 ED 249 965

Status of Social Studies Teaching: Practices in Secondary Schools. Research Report 79.

77p. 1mf. L1 ED 249 966

Forsyth, Nancy M.

Differential Effectiveness of Theoretical Accounts for Paradox.

8p. 1mf. L1 ED 249 427

Fowlkes, Diane L.

Sex Equity in the Liberal Arts and Sciences: Policy Implementation via Gender-Balancing the Curriculum in Southern Institutions of Higher Education.

44p. 1mf. L1 ED 249 854

Foyle, Harvey C.

Homework. Selected References.

20p. 1mf. L1 ED 250 275

Management and Research Perspectives on the CFK School Climate Instrument.
19p. 1mf. L1 ED 249 619

Jolly, Elton
Program Effects of JTPA on Community-Based Organizations.
32p. 1mf. L1 ED 249 344

Jones, C. D., Jr.
Survey of Current Placement Practices and Eligibility Criteria for the Learning Disabled Child in Oklahoma.
64p. 1mf. L1 ED 249 734

Jones, Evan
Post Secondary Education Planning: The Demographic Context. A Discussion Paper.
29p. 1mf. L1 ED 249 856

Jones, Leon
From Brown to Grove City College: 1954-1984.
15p. 1mf. L1 ED 250 419

Jones, Linda Bunnell
Teacher Education: An All-University Responsibility.
23p. 1mf. L1 ED 250 311

Jones, Nancy Lyn
Case Study, Course Study: A Contextualized Investigation of a Writing Course.
29p. 1mf. L1 ED 249 487

Jones, Paul L.
Comparison of Three Reading Tests for Determining Reading Grade Level of Navy Recruits.
17p. 1mf. L1 ED 249 481

Jones, Reginald L., Ed.
Attitudes and Attitude Change in Special Education: Theory and Practice.
270p. 3mf. L1 ED 249 694

Jubb, Michael
Guide to the Records Relating to Science and Technology in the British Public Record Office: A RAMP Study.
319p. 4mf. L2 ED 250 003

Justen, Edward F.
The Missing Link in ESL Teacher Training.
15p. 1mf. L1 ED 249 813

Kaeser, Susan C.
Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.
51p. 1mf. L1 ED 250 421

Kahn, Jill L.
Church-State Separation: Recent Trends and Developments.
35p. 1mf. L1 ED 250 417

Kan, Stephen H.
Population Redistribution and Migration of Asian Americans.

Morse, Julie C.
Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.
82p. 1mf. L2 ED 250 260

Moseley, James L.
Common Medical Abbreviations and Terminology: Modularized Instruction for Nurses.
18p. 1mf. L1 ED 249 873

Mosiman, Joyce
Fun Food Experiences for Preschool Children with Handicaps.
101p. 2mf. L1 ED 249 730

Moursund, David
Microcomputer Applications in Education: Now to Next Decade.
8p. 1mf. L1 ED 249 596

Murdock, Steve H.
The Impacts of the Age-Structure of Net Migration on the Economic and Socioeconomic Characteristics of Texas Counties, 1960-1980.
25p. 1mf. L1 ED 250 134

Murphy, Dawn
Summary of How States Use Local Agencies to Provide Services for Children and Youth.
56p. 1mf. L1 ED 250 067

Murphy, Emily
FLES Program for Grades 1-3: A Non-Intensive, Non-Foreign Approach.
111p. 2mf. L1 ED 249 774

Murphy, Sandra
Developmental Trends in the Use of Cues for Establishing the Identity of Referents in Written Discourse.
32p. 1mf. L1 ED 249 479

Murray, David R.
Telecourses and Learning Laboratory Utilization: A Survey to Identify the Learner Population and Their Utilization Patterns for Long Range Planning.
24p. 1mf. L1 ED 249 835

Murray, Norma
Retrospective Evaluation of Testing in ESL Content and Skills Courses.
22p. 1mf. L1 ED 249 815

Myers, Betty
Blueprints for Academic Lives.
11p. 1mf. L1 ED 249 822

Myers, Michael M.
Fact Book on Higher Education in the South, 1983 and 1984.
92p. 1mf. L1 ED 249 852

Naour, Paul
Verbal Deficit in Learning Disabilities: Electrophysiological Evidence for Visuospatial Processing Predominance.
16p. 1mf. L1 ED 249 682

Competency Based Certification of School Administrators: The Georgia Experience.
22p. 1mf. L1 ED 249 637

Schon, Isabel

Recent Detrimental and Distinguished Books about Hispanic People and Cultures.
9p. 1mf. L1 ED 250 116

Schroeder, J. R.

Processing and Data Distribution within the Research Libraries Information Network.
276p. 3mf. L1 ED 249 993

Schroeder, Thomas Leonard

An Assessment of Elementary School Students' Development and Application of Probability Concepts while Playing and Discussing Two Strategy Games on a Microcomputer.
193p. 3mf. L1 ED 250 166

Schrott, Janet

Hand-in-Hand: A Cooperative Venture in Service Planning, Funding and Delivery.
13p. 1mf. L2 ED 249 437

Schubert, Nancy A.

School Board Members' Opinions and Awareness of Legal Parameters concerning School Prayer.
11p. 1mf. L1 ED 249 624

Schuler, Peter

The Netherlands: A Study of the Educational System of the Netherlands and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
206p. 3mf. L2 ED 249 893

Schulman, Robert

Project A.B.C. Bronx Academic Bilingual Career Program, 1982-1983. O.E.E. Evaluation Report.
70p. 1mf. L1 ED 250 431

Project L'Ouverture, 1982-1983. O.E.E. Evaluation Report.
58p. 1mf. L1 ED 250 428

Seward Park High School Project Superemos, 1982-1983. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 429

The Bilingual Program in Auxiliary Services for High Schools, 1982-1983. O.E.E. Evaluation Report.
110p. 2mf. L1 ED 250 434

Schulz, Constance B.

Images of Women in American Stereographs, 1870-1920.
39p. 1mf. L1 ED 250 221

Schulz, H. J.

Higher Education in the German Democratic Republic. Monographs on Higher Education.
82p. 1mf. L1 ED 249 868

Schutter, William

35p. 1mf. L2 ED 249 463

Weaver, Richard L., II

Teaching Critical Thinking Skills in the Public Speaking Course: A Liberal Arts Perspective.

36p. 1mf. L1 ED 249 556

Weinshank, Annette

Learning from Experience to Improve Outcomes in Reading: A Case Study. Research Series No. 149.

17p. 1mf. L1 ED 249 471

Weisberg, Paul

Accelerating Reading and Comprehension in Poverty-Level Preschoolers Using a Synthetic Phonics Program.

89p. 1mf. L1 ED 250 076

Weiss, Arnold H.

Spain: A Guide to the Academic Placement of Students in Educational Institutions of the United States.

32p. 1mf. L2 ED 249 898

Weiss, David

Summary of Guildelines for Test Users.

140p. 2mf. L1 ED 250 318

Welch, Wayne

Case Study Evaluations: A Case in Point. An Illustrative Report and Mathodological Analysis of Case Study Evaluations.

104p. 2mf. L1 ED 250 354

Wellington, Stanley

Colombia: A Study of the Educational System of Colombia and a Guide to the Academic Placement of Students from Colombia in Educational Institutions of the United States.

148p. 2mf. L2 ED 249 885

Wells, Diana

Utilizing the IEP: Florida's Answer to the Exclusion of Behaviorally Disordered Students.

23p. 1mf. L1 ED 249 669

Wertlieb, Ellen C.

Certifying Special Education Programs for Teacher Education. A Proposal to the Department of Education, State of Kansas, from the Department of Education and Home Economics, Washburn University.

82p. 1mf. L1 ED 249 677

White, David M.

Affect and Causal Attribution in Marital Conflicts: An Exploratory Study.

54p. 1mf. L1 ED 249 419

White, Deborah

Solutions Unlimited: Delphi Study on Policy Issues in the Introduction and Management of Computers in the Classroom. Research Report 90.

94p. 1mf. L1 ED 249 973

White, J. Ross

Parent Participation in Decision-Making as Perceived by Parents,

Capoferi, Alfred

Calculator Problem Solving. Using Calculators to Teach Mathematics and Problem Solving: A Calculator Resource Manual for Teachers (K-8) and Principals. Second Edition.
p. 31mf. L3 ED 250 150

Carlson, Ken

The Teacher Certification Struggle in New Jersey.
72p. 1mf. L1 ED 250 315

Carlson, Ken, Comp.

Teacher Certification Struggle in New Jersey. Appendices.
284p. 3mf. L1 ED 250 316

Carlson, Sybil B.

Profile of Preparation in English: Phase II.
22p. 1mf. L2 ED 250 369

Carrozza, Fay

"ThinkAbout" Cluster Evaluation: Collecting Information.
305p. 4mf. L1 ED 249 946

Summary of the "ThinkAbout" Cluster Evaluation: Collection Information.
25p. 1mf. L1 ED 249 947

Carter, Robert T.

Sex Differences in Student Attitudes and Behavior toward Drugs over a Decade. Research Report 8-83.
16p. 1mf. L1 ED 249 455

The Relationship between Racial Identity Attitudes and Socioeconomic Status.
19p. 1mf. L1 ED 250 423

Cartledge, Carolyn M.

Bayesian Model for Determining Levels of Student Mastery.
24p. 1mf. L1 ED 250 382

Improving Female Mathematics Achievement.
44p. 1mf. L1 ED 250 198

Cartledge, Gwendolyn

Formal Language Assessment of Handicapped and Nonhandicapped Black Children.
37p. 1mf. L1 ED 250 348

Catterall, James S.

Education Vouchers. Fastback 210.
44p. 1mf. L1 ED 249 629

Cave, Julie

Health Services: Clinical. Dietary Aide. Instructor's Manual. Competency-Based Education.
101p. 2mf. L1 ED 249 377

Health Services: Clinical. Medical Laboratory Aide. Instructor's Manual. Competency-Based Education.
114p. 2mf. L1 ED 249 378

Health Services: Clinical. Pharmacy Aide. Instructor's Manual. Competency-Based Education.
62p. 1mf. L1 ED 249 376

Frechtling, Joy A.
Analysis of the Impact of the Seven-Period Day. Revised.
11p. 1mf. L1 ED 249 602

Freedman, Daniel G.
Mother-Toddler Interaction and Maternal Perception of Child Temperament in Two Ethnic Groups: Chinese-American and European-American.
36p. 1mf. L1 ED 250 084

Freedman, P. E.
Effects on Learning of Relaxation Training with Mentally Retarded Adults.
18p. 1mf. L1 ED 249 412

Freeman, Andrew R.
Making an Internship Program Successful: The Necessary Ingredients.
18p. 1mf. L1 ED 249 542

Freeman, Carla
Information Management Tools for Classrooms: Exploring Database Management Systems. Technical Report No. 28.
33p. 1mf. L2 ED 249 925

Frey, Karl
Research in Science Education in the Federal Republic of Germany.
36p. 1mf. L1 ED 250 165

Frieberg, H. Jerome
Case Study of School Climate Improvement at an Urban Junior High School.
19p. 1mf. L1 ED 250 438

Friedlander, Jack
Evaluation of Napa Valley College's Student Orientation, Assessment, Advisement and Retention Program.
12p. 1mf. L1 ED 250 026

Fritz, Paul A.
Teaching Critical Thinking Skills in the Public Speaking Course: A Liberal Arts Perspective.
36p. 1mf. L1 ED 249 556

Fuentes, Max E.
Fear of Crime in the Elderly: A Longitudinal Study.
12p. 1mf. L1 ED 249 457

Fuller, Bruce
The Influence of School Quality on Economic Growth: An Historical Look at Mexico, 1880-1945.
46p. 1mf. L1 ED 250 219

Fulton, O
Higher Education and Manpower Planning: A Comparative Study of Planned and Market Economies.
136p. 2mf. L1 ED 249 871

Galambos, Eva C.
Testing Teachers for Certification and Recertification.
15p. 1mf. L1 ED 250 299

1970-1980.
19p. 1mf. L1 ED 250 418

Karplus, Robert, Ed.
Proceedings of the International Conference for the Psychology of Mathematics Education (4th, Berkeley, California, August 16-17, 1980).
436p. 5mf. L1 ED 250 186

Katz, Lilian G.
More Talks with Teachers.
94p. 1mf. L1 ED 250 099

Katz, Lilian G., Ed.
Current Topics in Early Childhood Education. Volume V.
p. 34mf. L3 ED 250 101
Current Topics in Early Childhood Education. Volume IV.
p. 42mf. L3 ED 250 100

Kautzmann, Lisette
Model for Teaching Group Dynamics to Occupational Therapy Students.
38p. 1mf. L1 ED 249 836
The Development of Guidelines for Feedback on Professional Behaviour in Level I Field Work Performance.
40p. 1mf. L1 ED 249 837

Keane, Kevin J.
Application of Feuerstein's Mediated Learning Construct to Deaf Persons.
15p. 1mf. L1 ED 249 743

Keene, James A.
Planning, Equipping and Staffing a Document Reprographic Service: A RAMP Study with Guidelines.
92p. 1mf. L2 ED 250 005

Keeton, Martha
Agribusiness/Natural Resources Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
159p. 2mf. L1 ED 249 381
Business and Office Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
277p. 3mf. L1 ED 249 382
Communication and Media Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
151p. 2mf. L1 ED 249 388
Construction Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
102p. 2mf. L1 ED 249 386
Environmental Control Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
66p. 1mf. L1 ED 249 390
Health Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 375

Naus, Mary J.
The Influence of the Knowledge Base on the Development of Mnemonic Strategies.
10p. 1mf. L1 ED 250 352

Nehrt, Roy C.
Public Elementary and Secondary Education in the United States, 1981-82: A Statistical Compendium.
219p. 3mf. L1 ED 249 649

Neill, Shirley Boes
High Tech for Schools: Problems and Solutions. AASA Critical Issues Report.
98p. 2mf. L1 ED 249 606

Nelson, Katherine
Differentiation and Development in Children's Event Narratives.
9p. 1mf. L1 ED 249 786

Neppl, Roger E.
Status of K-12 Public Education in Colorado, 1984.
47p. 1mf. L1 ED 250 411

Neubert, Nancy Malecek
Self-Management as an Essential Skill: What the Business Literature Suggests. Skills Essential to Learning Television Project: Research Report.
61p. 1mf. L1 ED 249 983

Newman, Sherry K.
Is the Emergent Reading Level a Useful Concept for Chapter I, Low SES Students?
11p. 1mf. L1 ED 249 462

Newport, Elissa L.
Constraints on Learning: Studies in the Acquisition of American Sign Language.
23p. 1mf. L1 ED 249 790

Newton, Earle
Critical Decisions in the Professional Preparation and Development of School Administrators in Developing Areas. A Discussion Paper Prepared for the CASEA section of CSSE (Vancouver, BC, Canada, June 5, 1983).
48p. 1mf. L1 ED 249 573

Nicholson, Ronald
U.S. Aid to Education in Paraguay: The Rural Education Development Project. A.I.D. Project Impact Evaluation Report No. 46.
116p. 2mf. L1 ED 250 138

Nickisch, Craig W.
Microcomputers--What It Takes to Get Started. Computer Exercises for Foreign [illegible]uage Teaching or: Getting Your Apple to LISP.
21p. 1mf. L1 ED 249 799

Nilsson, William [illegible]
Management Development at Hewlett-Packard.
9p. 1mf. L1 ED 249 592

Nolen, Susan Bobbitt

Group Membership: An Integrative Approach to Teaching Small Group Knowledge and Practice Skill.
21p. 1mf. L1 ED 249 416

Schwartz, Henrietta
Recruitment, Selection, Retention and Graduation of Teacher Education Candidates.
28p. 1mf. L1 ED 250 308

Scruggs, Thomas E.
Learning Characteristics of Gifted Youths: Precocious Strategy Use.
21p. 1mf. L1 ED 249 690

Sears, David O.
Schemas and Symbolic Politics: The Cases of Racial and Gender Equality.
73p. 1mf. L1 ED 250 251

Sedlacek, William E.
Sex Differences in Student Attitudes and Behavior toward Drugs over a Decade. Research Report 8-83.
16p. 1mf. L1 ED 249 455
Sex Differences in Student Sexual Attitudes and Behaviors: A Ten Year Comparison. Research Report 7-83.
15p. 1mf. L1 ED 249 454

Seffrin, John R.
Education in Healthy Lifestyles: Curriculum Implications. Fastback 216.
48p. 1mf. L1 ED 250 277

Seiferth, Berniece
Venture into the Vibrant Virgin Islands.
14p. 1mf. L1 ED 250 245

Seiff, Hank
How to Cut Costs by Saving School Bus Fuel.
17p. 1mf. L1 ED 249 666

Selby, James E.
Jefferson College Student Services: Annual Report for 1983-84.
77p. 1mf. L1 ED 250 017

Selznick, Richard
Self-Concept and Reading. Second Edition.
36p. 1mf. L1 ED 249 468

Serafica, Felicisima C.
Social Relations in Children with Learning Disabilities Revisited: Social Status, Perceived Social Competence, and Conceptions of Friendship.
12p. 1mf. L1 ED 249 683

Shapiro, Beth J.
The Social Science Bibliographer as Detective: Selection Strategies for the Social Sciences.
16p. 1mf. L2 ED 250 013

Sharman, Charles S.
Decision Making in Educational Settings. Fastback 211.

Teachers, Principals, and Board Members. A Summary Report.
43p. 1mf. L1 ED 249 569

Whitelaw, A. J.
The Early Childhood Education of Aboriginal Australians: A Review of Six Action-Research Projects.
191p. 2mf. L2 ED 250 145

Whitman, Robert
Estate Planning for Parents of a Learning Disabled Child.
29p. 1mf. L1 ED 249 704

Whitmer, Jean E.
Pickles Will Kill You: Use Humor to Teach Critical Reading Abilities.
19p. 1mf. L1 ED 249 478

Whitney, Loralyn, Ed.
Trends in Humanities Programming.
74p. 1mf. L1 ED 250 014

Wickers, Frank C.
Behavioral Problems and Differential WISC-R Characteristics of Learning Disabled Children.
14p. 1mf. L1 ED 249 720

Wieckert, Karen E.
Summary and Analysis of Hearing on "Improving the Research Infrastructure at U.S. Universities and Colleges." Report to the Committee on Science and Technology, U.S. House of Representatives, Ninety Eighth Congress, Second Session.
22p. 1mf. L1 ED 250 206

Wilbur, Ronnie B.
Effects of Context on Deaf Students' Comprehension of Difficult Sentences.
19p. 1mf. L1 ED 249 752

Will, Nancy A., Comp.
Regents Biology Resource Units.
95p. 1mf. L1 ED 250 201

Willett, Tom H.
Teacher Assessment and Nonverbal Communication: The State of the Arts.
14p. 1mf. L1 ED 249 549

Williams, Huw
The Implications of Modern Approaches to Language for Teacher Training.
9p. 1mf. L1 ED 249 811

Williams, James D.
Coherence and Cognitive Style.
34p. 1mf. L1 ED 249 488

Williams, Richard C.
Improving School Programs--Some Administrative Insights and Policy Guidelines.
25p. 1mf. L1 ED 249 650

Willie, Charles V.

Health Services: Clinical. Radiographic Aide. Instructor's Manual. Competency-Based Education.
70p. 1mf. L1 ED 249 380

Health Services: Clinical. Respiratory Therapy Aide. Instructor's Manual. Competency-Based Education.
123p. 2mf. L1 ED 249 379

Cazden, Courtney B.

Effective Instructional Practices in Bilingual Education.
44p. 1mf. L1 ED 249 768

Ceyhun, Fikret

The Significance of "Problem-Posing" Teaching in a Democratic Society. College Teaching Monograph.
49p. 1mf. L1 ED 249 907

Chand, Krishan

Superintendent-Community Relationship in the United States and Alaska.
26p. 1mf. L1 ED 249 616

Chando, Carl M., Ed.

Beyond Change: Managing the Multifaceted Role of the Academic Advisor. Proceedings of the National Conference on Academic Advising (7th, St. Louis, Missouri, October 23-26, 1983).
157p. 2mf. L2 ED 249 878

Chapman, Robert D.

Comet Halley Returns. A Teacher's Guide, 1985-1986.
56p. 1mf. L1 ED 250 202

Chastain, Robert L.

An Analysis of WAIS-R Performance by Sample Stratification Variables Used during Standardization.
24p. 1mf. L1 ED 249 409

Chavez, Janice A.

Serving Exceptional Children in Rural America: The One Room School House Revisited.
14p. 1mf. L1 ED 249 711

Cheek, Jimmy G.

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research.
111p. 2mf. L1 ED 249 354

Assessment of Competencies Possessed by Students Enrolled in the Fundamentals of Agribusiness and Natural Resources Occupations Program. A Report of Research.
94p. 1mf. L1 ED 249 353

Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Ornamental Horticulture Component. A Report of Research.
43p. 1mf. L1 ED 249 355

Chen, Donna

Management by Objective and Its Formal Performance Appraisal: A Versatile Tool of Management.

Garrett, Candace

Cognition in Fifth and Sixth Grade Children. Skills Essential to Learning Television Project: Working Paper.
26p. 1mf. L1 ED 249 979

Fifth and Sixth Graders: Their Attitudes about Parents, Peers, School, and Themselves. Skills Essential to Learning Television Projects: Research Report.
23p. 1mf. L1 ED 249 978

Garthright-Petelle, Kathleen

Task Characteristics, Structural Characteristics, Organizational Relationships, and Communication Processes: A Contingency Approach to Job Performance: Phase II.
32p. 1mf. L1 ED 249 554

Gaskill, Rex

The Use of Part-Time Faculty in Forensics.
13p. 1mf. L1 ED 249 567

Gee, Stephen

Computerized Information Management in Long-Term Care: A Case Study. Technical Report No. 303.
29p. 1mf. L1 ED 249 442

Gibbons, Christina

Talk to the National School Transportation Association.
27p. 1mf. L1 ED 249 638

Gibbons, Michael

Motivational and Self-Imagery Development Component, Elementary Counseling Project: Final Evaluation Report.
27p. 1mf. L1 ED 250 367

Giblon, Mary Lee

Student-to-Student: "Welcome to Georgetown."
24p. 1mf. L1 ED 249 769

Gideonse, Hendrik K.

Guiding Images for Teaching and Teacher Education.
20p. 1mf. L1 ED 250 304

Gilbert, Jess

Bringing Rural Sociology Back In: Critical Theory and Rural Policy.
30p. 1mf. L1 ED 250 142

Ginsburg, Herbert P.

TMR and EMR Children's Ability to Learn Counting Skills and Principles.
32p. 1mf. L1 ED 249 681

Girard, Suzanne

Chippy's Computer Numbers.
31p. 1mf. L2 ED 249 493

Chippy's Computer Words.
29p. 1mf. L2 ED 249 492

The Junior Computer Dictionary. 101 Useful Words and Definitions to Introduce Students to Computer Terminology.
67p. 1mf. L2 ED 249 494

Home Economics Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
539p. 6mf. L1 ED 249 391

Hospitality and Recreation Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
402p. 5mf. L1 ED 249 394

Industrial Communications Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
76p. 1mf. L1 ED 249 389

Manufacturing Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
139p. 2mf. L1 ED 249 387

Marine Science Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
52p. 1mf. L1 ED 249 384

Marketing and Distribution Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
422p. 5mf. L1 ED 249 393

Personal Service Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
83p. 1mf. L1 ED 249 385

Public Service Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 392

Transportation Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
107p. 2mf. L1 ED 249 383

Kellogg, Ronald T.

Writing Habits and Productivity in Technical Writing.
9p. 1mf. L1 ED 249 502

Kelly, Alison

Girls into Science and Technology. Final Report.
56p. 1mf. L1 ED 250 203

Kennedy, Patrick J.

New Zealand: A Study of the Educational System of New Zealand and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
100p. 2mf. L2 ED 249 894

Kerr, Douglas M.

Changing Schools to Prevent Delinquency.
47p. 1mf. L1 ED 249 435

Khanji, Rajai

Beginning French - Interactants' Communication Strategies.
19p. 1mf. L1 ED 249 798

Kingston, Alan W.

The History of Wisconsin's General State Aid Formula for Elementary and High School Districts. Bulletin No. 4324.
225p. 3mf. L1 ED 249 648

Kingston, Neal

Effects of Context on Deaf Students' Comprehension of Difficult Sentences.
19p. 1mf. L1 ED 249 752

Noll, Robert B.
Cognitive Factors in Substance Abuse: The Case for Early Learning.
12p. 1mf. L1 ED 249 445

Novak, Glenn D.
Public Access Cable Television: Extending the Production Laboratory for College Students.
18p. 1mf. L1 ED 249 565

Nussbaum, Claire
Management and Research Perspectives on the CFK School Climate Instrument.
19p. 1mf. L1 ED 249 619

Nutter, Norma
Resources Needed for an Excellent Teacher Preparation Program.
26p. 1mf. L1 ED 250 298

Nzioki, S.
Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.
102p. 2mf. L2 ED 249 464

O'Brien, Mary Utne
The Development of the Economics Values Inventory. Report to the Foundation for Teaching Economics.
75p. 1mf. L1 ED 250 243

O'Hearn, Mary
The ACT Assessment: Implications of Recent Research.
23p. 1mf. L1 ED 250 330

O'Keefe, Virginia
Using Oral Communication in the Regular Curriculum.
10p. 1mf. L1 ED 249 550

O'Mahony, Rosalie M.
Some Reasons for a Need to Change the Approach to Trigonometry Instruction and a Proposal for Change.
20p. 1mf. L1 ED 250 027

O'Neill, Joseph P.
Corporate Tuition Aid Programs: A Directory of College Financial Aid for Employees at America's Largest Corporations.
329p. 4mf. L2 ED 249 91[illegible]

O'Sheel, Margaret R.
Behavioral Problems and Differential WISC-R Characteristics of Learning Disabled Children.
14p. 1mf. L1 ED 249 720

Oberhauser, O.
Anforderungskatalog fur Einen Graphikfahigen Mikrocomputer fur Online-Recherchen. Report UBTUW-84-007 (Requirements for a Microcomputer with Graphic Capabilities for Online Searching).
28p. 1mf. L1 ED 249 999

Die Offnungszieten der Hauptbibliothek der tu Wien im Urteil der

37p. 1mf. L1 ED 249 630

Shaver, James P.

Citizenship Education, Global Education, and the Education of Social Studies Teachers.

14p. 1mf. L1 ED 250 256

Reflections of Citizenship Education and Traditional Social Studies Programs.

20p. 1mf. L1 ED 250 257

Shaw, A. M.

Negotiation, Strategies, and Whose Fault Was It Anyway?

10p. 1mf. L1 ED 249 809

Shea, James

Trade-offs: What the Research Is Saying.

27p. 1mf. L1 ED 249 968

Sheetz-Brunetti, Judy

English Pyramids: Using Hierarchical Diagrams for Communication Activities.

29p. 1mf. L1 ED 249 816

Sheingold, Karen

"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.

17p. 1mf. L2 ED 249 924

Chameleon in the Classroom: Developing Roles for Computers. Symposium. Technical Report No. 22.

65p. 1mf. L2 ED 249 921

Classroom Software for the Information Age. Technical Report No. 23.

12p. 1mf. L1 ED 249 933

The Microcomputer as a Medium for Young Children. Technical Report No. 26.

16p. 1mf. L2 ED 249 923

Shelton, Hildred C.

Subject Access in the Small Library.

13p. 1mf. L1 ED 249 996

Sherman, Lawrence W.

Developing Perceptions of Control: Cross-Sectional and Longitudinal Analyses.

30p. 1mf. L1 ED 249 458

Intrapersonal Perceptions of Shyness and Humor as Related to Interpersonal Perceptions of Social Distance and Humorousness.

45p. 1mf. L1 ED 249 459

Shipman, Dorothy A.

Informal Assessment in Reading: Group vs. Individual.

12p. 1mf. L1 ED 249 482

Shirley, Lawrence Hoyt

Teacher Participation in Mathematics Curriculum Development and Implementation in Three Northern States of Nigeria.

387p. 5mf. L1 ED 250 151

Old and New Ideas about School Desegregation.
10p. 1mf. L1 ED 250 407

The Future of Desegregation and Urban Education.
13p. 1mf. L1 ED 250 406

Williford, Jo Ann

An Outline of North Carolina History.
205p. 3mf. L1 ED 250 228

Willing, Kathlene R.

Chippy's Computer Numbers.
31p. 1mf. L2 ED 249 493

Chippy's Computer Words.
29p. 1mf. L2 ED 249 492

The Junior Computer Dictionary. 101 Useful Words and Definitions to Introduce Students to Computer Terminology.
67p. 1mf. L2 ED 249 494

Wilson, Bruce L.

The School Assessment Survey: A Data-Based Tool for School Improvement.
12p. 1mf. L1 ED 250 401

Wilson, Leslie R.

The Broader Educational Community Looks at Communication Education: What Are the Needs? How Can We Meet Them? The Perspective of a High School Director of Instruction-English.
6p. 1mf. L1 ED 249 551

Wimalaratne, K. D. G.

Scientific and Technological Information in Transactional Files in Government Records and Archives: A RAMP Study.
56p. 1mf. L2 ED 249 995

Winne, Philip H.

Steps toward Promoting Cognitive Achievements.
22p. 1mf. L1 ED 249 588

Wolcott, Harry F.

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume IV. A View of Viewers: Observations on the Response to and Classroom Use of "ThinkAbout."
123p. 2mf. L1 ED 249 952

Wolf, Amy

Intrapersonal Perceptions of Shyness and Humor as Related to Interpersonal Perceptions of Social Distance and Humorousness.
45p. 1mf. L1 ED 249 459

Wolf, Mary Alice

Tapping the World of the Older Adult.
16p. 1mf. L1 ED 249 366

Wolfram, Manfred K.

Techniques in Television Drama: A Case for a Revised Dramaturgy.
15p. 1mf. L1 ED 249 534

Woolston, Valerie A.

Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with

17p. 1mf. L1 ED 250 008

Chess, Joan
Sex Differences in Teachers' Assessments of Their Students' Social Competence.
23p. 1mf. L1 ED 250 102

Choi, Jae-Oh
Contrastive Study of Korean and English Word Order.
118p. 2mf. L1 ED 249 771

Christensen, Linda, Ed.
Guide to Building Self-Esteem through Writing.
58p. 1mf. L1 ED 249 511

Guide to Easing Writing's Rigors: Having Fun with Language.
118p. 2mf. L1 ED 249 517

Guide to Expository Writing.
97p. 2mf. L1 ED 249 518

Guide to Integrating Language Arts.
52p. 1mf. L1 ED 249 512

Guide to Journal Writing.
59p. 1mf. L1 ED 249 519

Guide to Stimulating Student Writing.
39p. 1mf. L1 ED 249 516

Guide to Teaching Creative Writing: Fiction.
42p. 1mf. L1 ED 249 515

Guide to Teaching Research and Report Writing.
43p. 1mf. L1 ED 249 514

Guide to Teaching Self/Peer Editing.
35p. 1mf. L1 ED 249 513

Guide to Using the Computer in the Writing Process.
58p. 1mf. L1 ED 249 520

[illegible], Hung M.
Entrepreneurial Training for Refugees: A Training Guide.
63p. 1mf. L1 ED 250 424

Churchman, David
Issues regarding Nonformal Evaluation of Nonformal Education in Zoos.
19p. 1mf. L1 ED 250 172

Clagett, Craig A.
Preliminary Market Analysis and Institutional Assessment.
65p. 1mf. L1 ED 250 048

Clark, David
Strategies for Effective School Improvement Programs.
7p. 1mf. L1 ED 249 578

Clark, M. L.
Similarity Effects and Age Differences in Children's Friendships.
27p. 1mf. L1 ED 250 063

Clark, Todd, Ed.
South Africa/Time Running Out.
65p. 1mf. L2 ED 250 247

Glazer, Richard B.
Prototype Educational Delivery System Using Water Quality Monitoring as a Model.
55p. 1mf. L1 ED 249 351

Gleaves, Edwin S.
Information Requirements of University Faculty. An Investigation into the Information Needs, Habits, and Attitudes of the Faculty of George Peabody College for Teachers of Vanderbilt University.
186p. 2mf. L1 ED 249 987

Glidden, William C.
The Coast Guard's CAI Approach to Basic Math and Reading Skills.
22p. 1mf. L1 ED 249 365

Gochman, Eva R. Grubler
Explorations in High-Risk Stimulation: Two Modalities in Mothering.
17p. 1mf. L1 ED 249 715

Goldberg, Robert A.
Individual Differences in Cognition: Verbal Ability, Clustering, and Retrieval Speed.
30p. 1mf. L1 ED 250 357

Goldstein, William
Selling School Budgets in Hard Times. Fastback 215.
38p. 1mf. L1 ED 249 632

Gonter, Martha A.
Early Development of Vocal and Signed Language in Hearing and Deaf Fraternal Twins.
38p. 1mf. L1 ED 249 714

Effects of Instruction through Total Communication on Deaf Children's English Language Development.
31p. 1mf. L1 ED 249 713

Gonzalez, Juan C.
The Need to Evaluate Special Education Programs Serving Bilingual Students.
19p. 1mf. L1 ED 249 679

Good, Thomas L.
Research on Teacher Expectations.
15p. 1mf. L1 ED 249 587

Teacher Effects.
25p. 1mf. L1 ED 249 585

Goodale, Thomas G.
Student Affairs Committee.
17p. 1mf. L2 ED 249 861

Gordon, Ronald D.
Physiological-Cognitive-Emotional Responses to Defense-Arousing Communication: Overview and Sex Differences.
29p. 1mf. L1 ED 249 558

Analysis of Score Change Patterns of Examinees Repeating the Graduate Record Examinations General Test.
49p. 1mf. L1 ED 250 331

Kinman, Judith R.
Guide to Newbery Medal Winners and Honor Books, 1977-1984.
38p. 1mf. L1 ED 249 536

Kirschner, Tammy J.
Sex Differences in Student Sexual Attitudes and Behaviors: A Ten Year Comparison. Research Report 7-83.
15p. 1mf. L1 ED 249 454

Klass, Fred
Final Summary of Legislation Affecting Community Colleges, 1983-84 Session.
35p. 1mf. L1 ED 250 031

Klauk, E. Russell
Staging and Text Comprehensibility: It's What's "Up Front" That Counts.
27p. 1mf. L2 ED 249 473

Knafle, June D.
Reading Comprehension in Bilingual Students with the Aid of Taped Stories.
10p. 1mf. L1 ED 249 795

Kneese, Allen V.
Measuring the Benefits of Clean Air and Water.
165p. 2mf. L2 ED 250 207

Knight, Jeanne
Teacher Performance Evaluation Plan: A Personalized Approach to Supervision, Staff Development, and Evaluation. An Implementation Guide. Revised Edition.
51p. 1mf. L1 ED 249 574

Konsky, Catherine
Practical Guide to Development and Administration of an Internship Program: Issues, Procedures, Forms.
30p. 1mf. L1 ED 249 539

Kraai, Ziki
Popular Theatre and Participatory Research. Bosele Tshwaraganang Publications No. 12.
31p. 1mf. L1 ED 250 223

Kramer, Billie Willits
Institutional Units and Campuses with Faculty Collective Bargaining Agents. Special Report #12: Update.
37p. 1mf. L2 ED 250 030

Kramer, Howard C.
Academic Advising: Images of a Profession.
9p. 1mf. L1 ED 249 826

Bibliotheksbenutzer. Report UBTUW-84-006 (The Opening Hours of the Main Library of the Technischen Universitat Wien as Seen by the Library Users).

52p. 1mf. L1 ED 250 000

Oldenburg, Brian

Illness in the Family: Old Myths and New Truths! Unit for Child Studies. Selected Papers Number 19.

16p. 1mf. L1 ED 250 087

Oliver, E. Eugene

Greece: A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

136p. 2mf. L2 ED 249 888

Oliver, Ronald L.

Inducting Student Teachers: The Role of the Secondary School Principal.

19p. 1mf. L1 ED 249 617

Interviewing First Year Teachers: Applicant Appraisal for Secondary School Principals.

39p. 1mf. L1 ED 249 654

Olson, Clark D.

Winning Orations: An Historical, Comparative Perspective of the Interstate Oratorical Contest.

16p. 1mf. L1 ED 249 562

Opravilova, Eva, Ed.

Preschool Education 1980: Selective Bibliography. Part I and Part II.

827p. 9mf. L1 ED 250 056

Oresick, Robert J.

Person Memory in Good Intuitive Judges of Personality.

9p. 1mf. L1 ED 249 438

Ornstein, Peter A.

The Influence of the Knowledge Base on the Development of Mnemonic Strategies.

10p. 1mf. L1 ED 250 352

Orr, Quinn

The Effect of Selected Cinemagraphic Elements on Audience Perception of Mediated Concepts.

16p. 1mf. L1 ED 249 490

Osaki, Susan Y.

Life Science Instruction and Its Relationship to Scientific Literacy at the Intermediate Level.

29p. 1mf. L1 ED 250 148

Osborne, W. Larry

Who's in Charge Here: The What and How of Leadership.

10p. 1mf. L1 ED 249 433

Showers, Beverly
School Improvement through Staff Development: The Coaching of Teaching.
8p. 1mf. L1 ED 249 593

Shulman, Lee S.
Perspective on Effective Schools.
10p. 1mf. L1 ED 249 577

Sica, Michael
Part West High School "At Your Service," 1982-1983. O.E.E. Evaluation Report.
90p. 1mf. L1 ED 250 430

Siegel, Jacob S.
Demographic and Socioeconomic Aspects of Aging in the United States.
157p. 2mf. L2 ED 249 426

Silva, Marilyn N.
Developmental Issues in the Acquisition of Conjunction.
10p. 1mf. L1 ED 249 779

Silver, Archie A.
Implementation of a Program for the Prevention of Learning Disabilities.
27p. 1mf. L1 ED 249 703

Sinensky, Jeffery P.
Church-State Separation: Recent Trends and Developments.
35p. 1mf. L1 ED 250 417

Singer, Daniel
Process-Oriented Writing Instruction in a Case-Method Class.
16p. 1mf. L1 ED 249 500

Singer, Henry
An Attrition Study of the Off Duty Air Force Education Program at McConnell AFB.
18p. 1mf. L1 ED 249 370

Sivon, Ellen Wise
Private Sector Funding Available to Foreign Scholars and Students in the United States.
60p. 1mf. L2 ED 249 849

Slater, Dan
Parental Discretion Advised: Televised Warning Statements and Parental Attitudes.
18p. 1mf. L1 ED 249 564

Slavin, Robert E.
Effects of Cooperative Learning on Mainstreamed Academically Handicapped Children. Final Report.
33p. 1mf. L1 ED 249 719

Slavin, Suzy, Comp.
Caribbeana: A Guide to Reference Sources.
9p. 1mf. L1 ED 250 236

an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
268p. 3mf. L2 ED 249 897

Wright, Benjamin D.
Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.
69p. 1mf. L1 ED 250 342

Wright, P. Jeffrey
Self-Monitoring and Ability to Discriminate Incongruent Communication.
11p. 1mf. L1 ED 249 451

Wurl, Joel
Libraries and Archives: Critical Distinctions, Mutual Concerns, and the Need for Increased Cooperation.
16p. 1mf. L1 ED 250 011

Yaber, Guillermo
Effects of Self-Control and Thinking Tools Training on Academic Performance of Undergraduate Venezuelan Students.
20p. 1mf. L1 ED 250 346

Yee, Doris K.
The Relationship of Family Environments to Parent Motivation Strategies and Children's Self-Consciousness in the Math Classroom.
28p. 1mf. L1 ED 250 157

Yoder, Janice D.
Surviving the Transition from Graduate Student to Assistant Professor.
11p. 1mf. L1 ED 249 867

Yoder, Paul J.
Mother-Infant Engagements in Dyads with Handicapped and Nonhandicapped Infants: A Pilot Study.
24p. 1mf. L1 ED 249 701

Yoho, Devon
Energy and Transportation Lessons for the Senior High Grades.
144p. 2mf. L1 ED 250 191
Energy and Transportation Lessons for the Middle Grades.
103p. 2mf. L1 ED 250 190

York, Lynn
The Growth of the Information Sector in Texas.
26p. 1mf. L1 ED 250 002

Young, John
Newton High School Project Capable, 1982-1983. O.E.E. Evaluation Report.
72p. 1mf. L1 ED 250 432

Abbreviations
Common Medical Abbreviations and Terminology: Modularized Instruction for Nurses.
18p. 1mf. L1 ED 249 873

Ability Grouping
Research on Teacher Expectations.
15p. 1mf. L1 ED 249 587

Ability Parameters
Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory.
23p. 1mf. L1 ED 250 365

Aboriginal People
The Early Childhood Education of Aboriginal Australians: A Review of Six Action-Research Projects.
191p. 2mf. L2 ED 250 145

Abortions
Design for Life. Abortion. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
34p. 1mf. L2 ED 250 264

Abstract Reasoning
What Every Teacher Should Know about Semiotics.
12p. 1mf. L1 ED 250 282

Abstracts
Resources in Education (RIE). Volume 20, Number 3.
p. mf. L2 ED 249 342

Academic Ability
The Relationship between Test Anxiety and Person Fit Measures.
28p. 1mf. L1 ED 250 370

Academic Achievement
Achievement in Foundations Courses Related to Cognitive Level or Major?
16p. 1mf. L1 ED 250 271

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research.
111p. 2mf. L1 ED 249 354

Assessment of Competencies Possessed by Students Enrolled in the Fundamentals of Agribusiness and Natural Resources Occupations Program. A Report of Research.
94p. 1mf. L1 ED 249 353

Early Identification System: Four-Year Followup of the Kindergarten Class of 1978-79. Research Report 84-01.
13p. 1mf. L1 ED 250 086

Aging Education

Tapping the World of the Older Adult.
16p. 1mf. L1 ED 249 366

Agribusiness

Agribusiness/Natural Resources Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
159p. 2mf. L1 ED 249 381

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research.
111p. 2mf. L1 ED 249 354

Agricultural Education

Agribusiness/Natural Resources Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
159p. 2mf. L1 ED 249 381

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research.
111p. 2mf. L1 ED 249 354

Assessment of Competencies Possessed by Students Enrolled in the Fundamentals of Agribusiness and Natural Resources Occupations Program. A Report of Research.
94p. 1mf. L1 ED 249 353

Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Ornamental Horticulture Component. A Report of Research.
43p. 1mf. L1 ED 249 355

The Development of a Course of Study Planning Guide for Vocational Agriculture.
256p. 3mf. L1 ED 249 349

Tractor & Machinery Safety. 1984 Revision.
112p. 2mf. L1 ED 249 350

Agricultural Machinery

Tractor & Machinery Safety. 1984 Revision.
112p. 2mf. L1 ED 249 350

Agricultural Production

The Development of a Course of Study Planning Guide for Vocational Agriculture.
256p. 3mf. L1 ED 249 349

Agricultural Safety

Tractor & Machinery Safety. 1984 Revision.
112p. 2mf. L1 ED 249 350

Agricultural Trends

Bilingual Education Programs ***(Continued)***

George Washington High School Bilingual Academic and Career Orientation Program, 1982-1983. O.E.E. Evaluation Report.
84p. 1mf. L1 ED 250 433

Learning How to Learn. Preschool Curriculum.
124p. 2mf. L1 ED 250 111

Manual for Encouraging Parent-Community Involvement in Bilingual Education and English as a Second Language Programs.
44p. 1mf. L1 ED 250 420

Newton High School Project Capable, 1982-1983. O.E.E. Evaluation Report.
72p. 1mf. L1 ED 250 432

Part West High School "At Your Service," 1982-1983. O.E.E. Evaluation Report.
90p. 1mf. L1 ED 250 430

Project A.B.C. Bronx Academic Bilingual Career Program, 1982-1983. O.E.E. Evaluation Report.
70p. 1mf. L1 ED 250 431

Project L'Ouverture, 1982-1983. O.E.E. Evaluation Report.
58p. 1mf. L1 ED 250 428

Project MAS, 1982-1983. O.E.E. Evaluation Report.
78p. 1mf. L1 ED 250 427

Seward Park High School Project Superemos, 1982-1983. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 429

The Bilingual Program in Auxiliary Services for High Schools, 1982-1983. O.E.E. Evaluation Report.
110p. 2mf. L1 ED 250 434

Bilingual Program in Auxiliary Services NY

The Bilingual Program in Auxiliary Services for High Schools, 1982-1983. O.E.E. Evaluation Report.
110p. 2mf. L1 ED 250 434

Bilingual Students

Reading Comprehension in Bilingual Students with the Aid of Taped Stories.
10p. 1mf. L1 ED 249 795

Bilingualism

Communicative Competence Approaches to Language Proficiency Assessment: Research and Application. Multilingual Matters 9.
170p. 2mf. L1 ED 249 793

The Immersion Phenomenon: English-Speaking Canadians Come to Grips with the Country's Language Duality = l'enseignement immersif: le Canada anglais se dote d'un instrument efficace pour soutenir la

Child Language *(Continued)*

Learning Not to Overgeneralize.
9p. 1mf. L1 ED 249 781

On Marking Time without Aspect in Child Language.
11p. 1mf. L1 ED 249 789

Semantically-Based Child Grammars: Some Empirical Inadequacies.
9p. 1mf. L1 ED 249 785

Some Concepts and Consequences of a Degree 1 Learnability Result.
9p. 1mf. L1 ED 249 780

The Acquisition of Pragmatic Word Order in Sesotho.
9p. 1mf. L1 ED 249 788

Which Is MINE/mine? Acquisition of Possessives in ASL and English.
9p. 1mf. L1 ED 249 784

Child Neglect

Questions Teachers Ask about Legal Aspects of Reporting Child Abuse and Neglect.
34p. 1mf. L2 ED 249 634

Child Rearing

Father's Role in His Child's Development. Unit for Child Studies. Selected Papers Number 20.
16p. 1mf. L1 ED 250 088

Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.
57p. 1mf. L2 ED 250 080

Roots and Wings, Volumes I and II. Parent-to-Parent Dissemination, Phases I and II.
515p. 6mf. L2 ED 250 064

Child Support

Patterns and Implications of Child Support and Enforcement Practices for Children's Well-Being. Working Paper No. 128.
18p. 1mf. L2 ED 250 079

Childhood Attitudes

Fifth and Sixth Graders: Their Attitudes about Parents, Peers, School, and Themselves. Skills Essential to Learning Television Projects: Research Report.
23p. 1mf. L1 ED 249 978

Children

Children, Youth, and Families of the Mountain West. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety Eighth Congress, First session (Salt Lake City, UT, December 6, 1983).
294p. 4mf. L1 ED 250 107

Communicating, Understanding and Coping: For Children and Adults.

College Instruction *(Continued)*

The Ninth Summative Report of the Office of Computer-Based Instruction.
287p. 3mf. L1 ED 249 865

The Significance of "Problem-Posing" Teaching in a Democratic Society. College Teaching Monograph.
49p. 1mf. L1 ED 249 907

College Libraries

Anforderungskatalog fur Einen Graphikfahigen Mikrocomputer fur Online-Recherchen. Report UBTUW-84-007 (Requirements for a Microcomputer with Graphic Capabilities for Online Searching).
28p. 1mf. L1 ED 249 999

Die Offnungszieten der Hauptbibliothek der tu Wien im Urteil der Bibliotheksbenutzer. Report UBTUW-84-006 (The Opening Hours of the Main Library of the Technischen Universitat Wien as Seen by the Library Users).
52p. 1mf. L1 ED 250 000

Northern Illinois University Libraries Library Instruction: Scope and Mission Statement.
27p. 1mf. L1 ED 250 007

Science Fiction: An Annotated Bibliography of Selected Resources in the University Libraries SUNY/Albany.
16p. 1mf. L1 ED 249 994

Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-Based Performance Evaluation Process with Accompanying Supervisor's Manual.
48p. 1mf. L1 ED 249 986

College Mathematics

Introduction to Number Systems, Boolean Algebra, Logic Circuits. Navy Electricity and Electronics Training Series. Module 13.
107p. 2mf. L1 ED 250 152

College of Saint Teresa MN

College of Saint Teresa: Design for Choicemakers. An Operations Manual for Faculty and Staff.
235p. 3mf. L1 ED 249 905

College Planning

Census Users Manual. Improving Community College Evaluation and Planning.
64p. 1mf. L1 ED 250 045

College Planning: Strategies for Assessing the Environment. Improving Community College Evaluation and Planning.
73p. 1mf. L1 ED 250 044

Information System Support. Improving Community College Evaluation

Computer Literacy *(Continued)*

Correctional Education: Methods and Practices in the Computer Age.
9p. 1mf. L1 ED 249 362

Empowering Parents through Computer Literacy Training.
8p 1mf. L1 ED 249 364

Introducing Computer Education into an Early Elementary Curriculum.
87p. 1mf. L1 ED 250 059

Staff Computer Literacy in the Community College: A Resource Inventory and Directory, 1984.
55p. 1mf. L1 ED 250 050

The Junior Computer Dictionary. 101 Useful Words and Definitions to Introduce Students to Computer Terminology.
67p. 1mf. L2 ED 249 494

Computer Managed Information

Computerized Information Management in Long-Term Care: A Case Study. Technical Report No. 303.
29p. 1mf. L1 ED 249 442

Computer Managed Instruction

Computers in Schools: The Report of the Minister's Task Force on Computers in Schools and Executive Summary.
164p. 2mf. L1 ED 250 062

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.
19p. 1mf. L1 ED 249 726

Computer Oriented Programs

Computerized Information Management in Long-Term Care: A Case Study. Technical Report No. 303.
29p. 1mf. L1 ED 249 442

Constructing Humane Computing Environments in Educational Institutions.
26p. 1mf. L1 ED 249 571

Decentralized Computing via Micros.
10p. 1mf. L1 ED 249 942

Guidelines for the Development of Computerized Student Information Systems.
35p. 1mf. L2 ED 250 021

High Tech for Schools: Problems and Solutions. AASA Critical Issues Report.
98p. 2mf. L1 ED 249 606

Interests in and Barriers to Computer Based Instruction of Psychology in Higher Education.
20p. 1mf. L1 ED 249 941

Critical Thinking (Continued)

Teaching Critical Thinking Skills in the Public Speaking Course: A Liberal Arts Perspective.
36p. 1mf. L1 ED 249 556

Cross Cultural Studies

Culture and Education in Micronesia.
62p. 1mf. L1 ED 250 253

Exploring Languages and Cultures--An Exploratory Foreign Language Course. A Guide for Teachers.
181p. 2mf. L1 ED 249 770

Venture into the Vibrant Virgin Islands.
14p. 1mf. L1 ED 250 245

Cues

Learning Potential Assessment for Preschool Children. Final Report.
55p. 1mf. L1 ED 249 667

Cultural Awareness

Three American Literatures: Essays in Chicano, Native American, and Asian-American Literature for Teachers of American Literature.
p. 65mf. L3 ED 249 529

Cultural Background

Dinetah: Navajo History. Volume II.
187p. 2mf. L1 ED 250 143

Haitian Component Bibliography. Migrant Heritage Studies Kit.
101p. 2mf. L1 ED 250 120

Cultural Content

Recent Detrimental and Distinguished Books about Hispanic People and Cultures.
9p. 1mf. L1 ED 250 116

Cultural Context

Deafness: Explorations into a Community and Its Culture.
13p. 1mf. L1 ED 249 696

Cultural Differences

Application of Feuerstein's Mediated Learning Construct to Deaf Persons.
15p. 1mf. L1 ED 249 743

Deafness: Explorations into a Community and Its Culture.
13p. 1mf. L1 ED 249 696

How Is a Chinese Student Like a Thermos Bottle?
11p. 1mf. L1 ED 249 818

Mother-Toddler Interaction and Maternal Perception of Child Temperament in Two Ethnic Groups: Chinese-American and European-American.

Rehabilitation Amendments of 1983. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, First Session on S. 1340. To Revise and Extend the Rehabilitation Act of 1973 and to Extend the Developmental Disability Assistance and Bill of Rights Act, and for Other Purposes. (Midvale, Utah).
102p. 2mf. L1 ED 249 754

Related Services for Handicapped Students: Legal Considerations. Research & Resources on Special Education: Issue II.
20p. 1mf. L1 ED 249 722

Report on Library Services to Disabled Persons in New South Wales, 1983.
102p. 2mf. L1 ED 249 721

Responding to Disability: A Question of Attitude.
40p. 1mf. L1 ED 249 700

Serving Exceptional Children in Rural America: The One Room School House Revisited.
14p. 1mf. L1 ED 249 711

Special Needs of Persons with Handicaps: A Guidebook for Church Leaders.
21p. 1mf. L2 ED 249 685

Special Programs: A Manual of Policies, Procedures and Guidelines. Revised .
231p. 3mf. L1 ED 249 749

Stress Producing Factors and Their Effects on Learning Disabilities Specialists, Regular Educators, and Other Special Educators.
11p. 1mf. L1 ED 249 706

The Need to Evaluate Special Education Programs Serving Bilingual Students.
19p. 1mf. L1 ED 249 679

The Qualitative Construction of Family Histories: The Problem of Multiple Realities and Causality in the Press for Independence.
16p. 1mf. L1 ED 249 678

Transition from School to Work for Handicapped Adolescents: Swedish Position Report to the OECD/CERI Project concerning the Education of Handicapped Adolescents--Innovative Approaches in the Transition to Adult and Working Life.
144p. 2mf. L1 ED 249 741

Use of Microcomputers for School Hearing Screening and Evaluation Records.
9p. 1mf. L1 ED 249 747

Educational History

Changes Real and Imagined: A Historical Examination of Secondary School Literature Teaching and Texts.
25p. 1mf. L1 ED 249 538

Configuration of Education and Culture: An African Experience.
760p. 8mf. L1 ED 250 239

Culture and Education in Micronesia.
62p. 1mf. L1 ED 250 253

Israeli Schools: Religious and Secular Problems.
10p. 1mf. L1 ED 250 227

The Modern Idea of the University.
p. 85mf. L3 ED 249 883

Educational Improvement

Action Goals of the Utah State Board of Education, Commencing in 1984.
14p. 1mf. L1 ED 249 642

American Indian/Alaska Native Education: Quality in the Classroom.
90p. 1mf. L2 ED 250 137

Beyond Growth: The Next Stage in Language and Area Studies.
450p. 5mf. L1 ED 249 805

Case Study of School Climate Improvement at an Urban Junior High School.
19p. 1mf. L1 ED 250 438

Citizen's Notebook for Effective Schools.
373p. 4mf. L1 ED 249 655

Communication: A Tool for School Improvement.
66p. 1mf. L1 ED 249 636

Effective Staff Development.
17p. 1mf. L1 ED 249 591

Excellence in the Making: A Preliminary Report.
41p. 1mf. L1 ED 250 413

Focus on Reform: State Action to Improve Schooling in Illinois. Annual Report.
36p. 1mf. L1 ED 250 414

Organizing and Delivering Curriculum for Maximum Impact.
19p. 1mf. L1 ED 249 579

Perspective on Effective Schools.
10p. 1mf. L1 ED 249 577

Recapturing the Lead in Math and Science. Focus 14.
29p. 1mf. L1 ED 250 146

School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .
194p. 3mf. L1 ED 250 196

Elementary School Students *(Continued)*

Handwriting and the Pupil.
19p. 1mf. L1 ED 250 073

How Children Think. Unit for Child Studies. Selected Papers Number 30.
35p. 1mf. L1 ED 250 098

Introducing Computer Education into an Early Elementary Curriculum.
87p. 1mf. L1 ED 250 059

Parents and Nutrition.
16p. 1mf. L1 ED 250 074

Sex Differences in Teachers' Assessments of Their Students' Social Competence.
23p. 1mf. L1 ED 250 102

Similarity Effects and Age Differences in Children's Friendships.
27p. 1mf. L1 ED 250 063

Elementary School Teachers

Computer Literacy and Use among Elementary Classroom Teachers.
33p. 1mf. L1 ED 249 938

National Education Practice File. Final Report. Evaluation Report.
430p. 5mf. L1 ED 250 015

Sex Differences in Teachers' Assessments of Their Students' Social Competence.
23p. 1mf. L1 ED 250 102

Elementary Secondary Education

Acupressure for Educators: An Illustrated Workbook for the Practice of Simple Acupressure Techniques. Experiencing Energy. Third Edition.
44p. 1mf. L1 ED 249 746

Critical Issues in Elementary and Secondary Education: A Discussion Guide for Christians.
43p. 1mf. L1 ED 249 572

Mexico: A Study of the Educational System of Mexico and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
292p. 4mf. L2 ED 249 895

New Zealand: A Study of the Educational System of New Zealand and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
100p. 2mf. L2 ED 249 894

Peru: A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

Evaluation Methods *(Continued)*

Collection Development Procedures Manual.
30p. 1mf. L1 ED 250 009

Evaluating Residential Institutions.
16p. 1mf. L1 ED 250 108

Evaluation of the Unified Compensation and Classification Plan.
40p. 1mf. L1 ED 249 600

Learner Outcomes Handbook. Improving Community College Evaluation and Planning.
71p. 1mf. L1 ED 250 047

Learning Potential Assessment for Preschool Children. Final Report.
55p. 1mf. L1 ED 249 667

Measuring Community College Learner Outcomes: State-of-the-Art. Improving Community College Evaluation and Planning: Project Working Paper Number Ten.
91p. 1mf. L1 ED 250 041

Multi-Dimensional Approach for Assessing Implementation Success. R&D Report No. 3157.
32p. 1mf. L1 ED 250 328

Profile of Preparation in English: Phase II.
22p. 1mf. L2 ED 250 369

Program Evaluation Concept and Methodology--The Video Storyboard: An Evaluation of "The Public Library." The Essential Learning Skills Television Project: Research Report.
35p. 1mf. L1 ED 249 984

Program Evaluation for Effective Special Education. Research & Resources on Special Education: Issue IV.
23p. 1mf. L1 ED 249 724

Teacher Assessment and Nonverbal Communication: The State of the Arts.
14p. 1mf. L1 ED 249 549

The Assessment of Writing Ability: A Review of Research.
53p. 1mf. L1 ED 250 332

The School Assessment Survey: A Data-Based Tool for School Improvement.
12p. 1mf. L1 ED 250 401

The Teaching of Spelling.
34p. 1mf. L2 ED 249 489

Vitality without Mobility: The Faculty Opportunities Audit.
44p. 1mf. L1 ED 249 909

Evaluation Utilization

Profile of Preparation in English: Phase II.

Foreign Educational Credentials *(Continued)*

Thailand: A Study of the Educational System of Thailand and a Guide to the Academic Placement of Students from Thailand in Educational Institutions of the United States.
131p. 2mf. L2 ED 249 902

The Commonwealth Caribbean: A Study of the Educational System of the Commonwealth Caribbean and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
249p. 3mf. L2 ED 249 886

The Netherlands: A Study of the Educational System of the Netherlands and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
206p. 3mf. L2 ED 249 893

United Kingdom: Medical Laboratory Science, Occupational Therapy, Physiotherapy. A Study of These Programs and a Guide to the Academic Placement of Students from These Programs in Educational Institutions of the United States.
195p. 3mf. L2 ED 249 903

Foreign Language Exploratory Program

Exploring Languages and Cultures--An Exploratory Foreign Language Course. A Guide for Teachers.
181p. 2mf. L1 ED 249 770

Foreign Medical Graduates

Dentist-Patient Communication. A Report to the General Dental Council.
277p. 3mf. L1 ED 249 763

Evaluating the Communicative Proficiency of Overseas Dentists. Annex to General Dental Council Report.
87p. 1mf. L1 ED 249 764

Foreign Students

Australia: A Study of the Educational System of Australia and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
278p. 3mf. L2 ED 249 884

Colombia: A Study of the Educational System of Colombia and a Guide to the Academic Placement of Students from Colombia in Educational Institutions of the United States.
148p. 2mf. L2 ED 249 885

Culture Shock: Information Packet for Developing Stress/Culture Shock Programs for Students in Overseas Schools.
25p. 1mf. L1 ED 249 430

Foreign Teaching Assistants in U.S. Universities.
138p. 2mf. L2 ED 249 843

Health Services

Rural Health Care in New York State: A Preliminary Report.
39p. 1mf. L1 ED 250 128

Hearing Impairments

An Analysis of the Language Development of Hearing Impaired Children.
22p. 1mf. L1 ED 249 751

Out-of-Level Testing with the Stanford Achievement Test (Seventh Edition): A Procedure for Assigning Students to the Correct Battery Level.
45p. 1mf. L1 ED 250 368

The Effects of Unitization and Role Behavior on Hearing and Hearing Impaired Observer's Certainty of Their Attributions.
12p. 1mf. L1 ED 249 695

The Role of Inference in Effective Communication.
16p. 1mf. L1 ED 249 742

Hebrew

Development in the Functionality of Grammatical Cues in Hebrew Sentence Comprehension.
11p. 1mf. L1 ED 249 778

On Marking Time without Aspect in Child Language.
11p. 1mf. L1 ED 249 789

Helping Relationship

Crossing the Bridge: The First Years of Teaching.
21p. 1mf. L1 ED 250 292

Hewlett Packard System

Management Development at Hewlett-Packard.
9p. 1mf. L1 ED 249 592

High Risk Persons

Explorations in High-Risk Stimulation: Two Modalities in Mothering.
17p. 1mf. L1 ED 249 715

Implementation of a Program for the Prevention of Learning Disabilities.
27p. 1mf. L1 ED 249 703

Social Support and Well-Being in an At-Risk Elderly Population.
19p. 1mf. L1 ED 249 421

High Risk Students

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: Final Report.
103p. 2mf. L1 ED 249 853

Factors Associated with the Academic Performance of Marginal Students in an Urban College Setting.

Institutional Characteristics *(Continued)*

Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
268p. 3mf. L2 ED 249 897

Switzerland: A Study of the Educational System of Switzerland and a Guide to the Academic Placement of Students from Switzerland in Educational Institutions of the United States.
145p. 2mf. L2 ED 249 901

Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.
63p. 1mf. L2 ED 250 082

The Characteristics of Effective Teacher Preparation Programs: A Review of Research.
59p. 1mf. L1 ED 250 314

The Growth of the Information Sector in Texas.
26p. 1mf. L1 ED 250 002

The Higher Education System in Israel: Guidelines on the Development of the System and Its Planning for 1988 with a First Glance at 1995.
109p. 2mf. L1 ED 249 830

Institutional Environment

Constructing Humane Computing Environments in Educational Institutions.
26p. 1mf. L1 ED 249 571

Institutional Evaluation

Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four.
70p. 1mf. L1 ED 250 039

Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine.
36p. 1mf. L1 ED 250 043

Information System Support. Improving Community College Evaluation and Planning: Project Working Paper Number Eight.
27p. 1mf. L1 ED 250 040

Measuring Community College Learner Outcomes: State-of-the-Art. Improving Community College Evaluation and Planning: Project Working Paper Number Ten.
91p. 1mf. L1 ED 250 041

Language Acquisition *(Continued)*

Some Concepts and Consequences of a Degree 1 Learnability Result.
9p. 1mf. L1 ED 249 780

Some Observations on the Syntactic Development of Discourse beyond Childhood.
10p. 1mf. L1 ED 249 776

The Acquisition of Pragmatic Word Order in Sesotho.
9p. 1mf. L1 ED 249 788

The Acquisition of Task-Specific Word Formation Devices in American Sign Language.
9p. 1mf. L1 ED 249 783

The Toddler and the Pre-Schooler. Unit for Child Studies. Selected Papers Number 29.
23p. 1mf. L1 ED 250 097

Which Is MINE/mine? Acquisition of Possessives in ASL and English.
9p. 1mf. L1 ED 249 784

Language Arts

Catalog of Instructional Materials in English and Dictionaries, 1983-1985.
91p. 1mf. L2 ED 249 531

Energy. A National Need, A National Challenge.
26p. 1mf. L2 ED 250 192

Guide to Integrating Language Arts.
52p. 1mf. L1 ED 249 512

Recommended English Language Arts Curriculum Guides, K-12, 1984.
36p. 1mf. L1 ED 249 504

The Child as Critic: Teaching Literature in Elementary and Middle Schools. Second Edition.
p. 68mf. L3 ED 249 527

Language Experience Approach

The Word Processing Approach to Language Experience.
14p. 1mf. L1 ED 249 465

Language Fluency

Foreign Teaching Assistants in U.S. Universities.
138p. 2mf. L2 ED 249 843

Language Handicaps

Mislabeled, but Not Misidentified. Final Progress Report, 7/1/80-6/30/81.
36p. 1mf. L1 ED 249 740

Language of Instruction

Study of the Effects of English-Medium Education on Initially Monoglot Spanish-Speaking Gibraltarian Children.
108p. 2mf. L1 ED 249 797

Library Personnel

Reference Service in Rural Public Libraries.
74p. 1mf. L2 ED 250 012

Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-Based Performance Evaluation Process with Accompanying Supervisor's Manual.
48p. 1mf. L1 ED 249 986

Library Planning

Duke University: William R. Perkins Library Collection Analysis Project. Final Report.
106p. 2mf. L2 ED 250 001

Information Requirements of University Faculty. An Investigation into the Information Needs, Habits, and Attitudes of the Faculty of George Peabody College for Teachers of Vanderbilt University.
186p. 2mf. L1 ED 249 987

Library of Michigan Long-Range Plan, 1 October 1984 to 30 September 1987.
33p. 1mf. L1 ED 249 990

Primer for Mississippi School Librarians. State Bulletin No. 134A. Re-issued in 1984.
166p. 2mf. L1 ED 249 992

Public Services in Research Libraries: A Self-Study. The Newberry Library.
54p. 1mf. L2 ED 250 006

Library Research

Quantitative Criteria for Academic Research Libraries.
142p. 2mf. L2 ED 249 988

Reference Service in Rural Public Libraries.
74p. 1mf. L2 ED 250 012

Library Services

Die Offnungszieten der Hauptbibliothek der tu Wien im Urteil der Bibliotheksbenutzer. Report UP/TUW-84-006 (The Opening Hours of the Main Library of the Technischen Universitat Wien as Seen by the Library Users).
52p. 1mf. L1 ED 250 000

For All of Us! (A Resource Guide Especially for People Who Work with the Differently Abled). Revised.
86p. 1mf. L1 ED 249 732

Library of Michigan Long-Range Plan, 1 October 1984 to 30 September 1987.
33p. 1mf. L1 ED 249 990

Measurement and Evaluation of Reference/Information Service in Law School Depository Libraries: A Bibliography.

Mathematics Instruction ***(Continued)***

Some Reasons for a Need to Change the Approach to Trigonometry Instruction and a Proposal for Change.
20p. 1mf. L1 ED 250 027

Teaching Mathematics in the Elementary School (A Collection of Essays).
119p. 2mf. L1 ED 250 169

The Effect of Three Types of Brain-Based Instruction on the Mathematics Achievement and Attitudes of Second Grade Students.
16p. 1mf. L1 ED 250 155

The Relationship of Family Environments to Parent Motivation Strategies and Children's Self-Consciousness in the Math Classroom.
28p. 1mf. L1 ED 250 157

The Shape of Learning Opportunity in School Arithmetic and General Mathematics.
42p. 1mf. L1 ED 250 160

What Students in the Intermediate Grades Don't Know about Fractions and What To Do about it.
7p. 1mf. L1 ED 250 158

Mathematics Skills

Introducing Computer Education into an Early Elementary Curriculum.
87p. 1mf. L1 ED 250 059

Pivotal Skills in Elementary Mathematics Instruction.
52p. 1mf. L1 ED 250 159

The Coast Guard's CAI Approach to Basic Math and Reading Skills.
22p. 1mf. L1 ED 249 365

The Shape of Learning Opportunity in School Arithmetic and General Mathematics.
42p. 1mf. L1 ED 250 160

Mathematics Teachers

Teacher Participation in Mathematics Curriculum Development and Implementation in Three Northern States of Nigeria.
387p. 5mf. L1 ED 250 151

Maturity (Individuals)

Estate Planning for Parents of a Learning Disabled Child.
29p. 1mf. L1 ED 249 704

Maximum Likelihood Statistics

Improved Estimation Procedures for Item Response Functions. Final Report on Project NR150-464. Research Report 84-2.
23p. 1mf. L1 ED 250 397

Maximum Likelihood and Bayesian Parameter Estimation in Item

Multivariate Analysis

Management and Research Perspectives on the CFK School Climate Instrument.
19p. 1mf. L1 ED 249 619

The Efficacy of Multidimensional Line-Printer Graphics for Cluster Recovery.
22p. 1mf. L1 ED 250 390

Music

State of the Art in Early Childhood Music and Research.
25p. 1mf. L1 ED 250 068

Music Education

Children's Understanding of Rhythm: The Relationship between Development and Musical Training.
90p. 1mf. L1 ED 250 071

Napa Valley College CA

Evaluation of Napa Valley College's Student Orientation, Assessment, Advisement and Retention Program.
12p. 1mf. L1 ED 250 026

Narration

Developmental Stages in Children's Narrative Composition.
18p. 1mf. L1 ED 249 461

National Archives DC

Guide to Records in the National Archives of the United States Relating to American Indians.
504p. 6mf. L1 ED 250 136

National Assessment of Educational Progress

Citizenship and Social Studies. Released Exercises from the 1975-76 Assessment.
667p. 7mf. L1 ED 250 385

National Association for Foreign Student Af

NAFSA Self-Study Guide: A Guide for the Self-Assessment of Programs and Services with International Educational Exchange at Postsecondary Institutions.
50p. 1mf. L2 ED 249 847

National Competency Tests

Sex Bias in ASAT? ACER Research Monograph No. 24.
164p. 2mf. L2 ED 250 373

National Council for Accreditation of Teach

Regional and National Voluntary Accreditation. "The Place and Appropriate Future of National Accreditation."
21p. 1mf. L1 ED 250 309

National Education Practice File

National Education Practice File. Final Report. Evaluation Report.

Organizations (Groups) ***(Continued)***

Women's Participation in European Peace Movements: The Struggle to Prevent World War I.
40p. 1mf. L1 ED 250 241

Orientation Materials

Student-to-Student: "Welcome to Georgetown."
24p. 1mf. L1 ED 249 769

Ornamental Horticulture

Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Ornamental Horticulture Component. A Report of Research.
43p. 1mf. L1 ED 249 355

Orwell (George)

Orwell and Language Study.
64p. 1mf. L2 ED 249 524

Reflections on Deviance in 1984: Selected Papers from the 1984 Midwest Symposium in Behavior Disorders. National Needs Analysis in Behavior Disorders.
70p. 1mf. L1 ED 249 671

Out of Level Testing

Out-of-Level Testing with the Stanford Achievement Test (Seventh Edition): A Procedure for Assigning Students to the Correct Battery Level.
45p. 1mf. L1 ED 250 368

Out of School Youth

Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.
51p. 1mf. L1 ED 250 421

Outcomes of Education

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research.
111p. 2mf. L1 ED 249 354

Assessment of Competencies Possessed by Students Enrolled in the Fundamentals of Agribusiness and Natural Resources Occupations Program. A Report of Research.
94p. 1mf. L1 ED 249 353

Empowering Parents through Computer Literacy Training.
8p. 1mf. L1 ED 249 364

Follow-Up of Occupational Students Enrolled at Harper College, 1982-1983. Volume XIII, No. 4.
24p. 1mf. L1 ED 250 034

Population Trends ***(Continued)***
Fact Book on Higher Education in the South, 1983 and 1984.
92p. 1mf. L1 ED 249 852
Higher Education and Economic Development in Europe, 1975-1980: (A Statistical and Economic Study) = L'Enseignement Superieur et le Developpement Economique en Europe, 1975-1980: (Etude Statistique et Economique). Vol. II.
361p. 4mf. L1 ED 249 863
Households, Families, Marital Status, and Living Arrangements: March 1984 (Advance Report).
11p. 1mf. L1 ED 250 070
Post Secondary Education Planning: The Demographic Context. A Discussion Paper.
29p. 1mf. L1 ED 249 856
The Impacts of the Age-Structure of Net Migration on the Economic and Socioeconomic Characteristics of Texas Counties, 1960-1980.
25p. 1mf. L1 ED 250 134
The Next Generation of Teacher Preparation Programs.
44p. 1mf. L1 ED 250 288

Portland School District OR
High School Profiles, 1982-83.
88p. 1mf. L1 ED 250 321

Possessives
Which Is MINE/mine? Acquisition of Possessives in ASL and English.
9p. 1mf. L1 ED 249 784

Postsecondary Education
Reform and Development of Tertiary Education in Europe. Recommendations.
104p. 2mf. L1 ED 249 831
Review of Statewide Long-Range Planning. Commission Report 84-17.
44p. 1mf. L1 ED 249 874

Practical Arts
Business and Office Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
277p. 3mf. L1 ED 249 382
Communication and Media Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
151p. 2mf. L1 ED 249 388
Construction Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
102p. 2mf. L1 ED 249 386
Environmental Control Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

Program Effectiveness *(Continued)*

The Peninsula Academies. Second Yearly Interim Report.
60p. 1mf. L1 ED 249 357

The Peninsula Academies. Third Yearly Interim Report.
73p. 1mf. L1 ED 249 358

Program Evaluation

An Evaluative Overview of the Kendale Pilot Resource Program.
33p. 1mf. L1 ED 249 731

An Impact Evaluation of the Resource Access Projects, 1982-1983.
245p. 3mf. L1 ED 250 069

An Impact Evaluation of the Resource Access Projects, 1981-1982.
352p. 4mf. L1 ED 250 077

Bridging the Gap between the Natural and the Built Environments with Nature Center Programs.
8p. 1mf. L1 ED 250 153

Charles R. Spain Career Enrichment Center, Delivery of Services Evaluation.
238p. 3mf. L1 ED 250 324

Effects of Multigrade Grouping on Elementary Student Achievement in Reading and Mathematics. RR-48.
143p. 2mf. L1 ED 250 327

Equality of Educational Programs within a School District: Three Criteria of Equality--Access, Participation, and Outcomes--Applied.
11p. 1mf. L1 ED 249 633

Evaluation of the Chicago Mastery Learning Reading Program.
52p. 1mf. L1 ED 249 477

Evaluation Report of the Survey of the District English Language Program. No. 337.
147p. 2mf. L1 ED 250 325

Faculty Opinions of the Course-Instructor Survey Program at U.T. Austin. RB-83-13.
145p. 2mf. L1 ED 250 347

Guidelines to Media Utilization: Lessons from Project Discovery. Research Report 64.
34p. 1mf. L1 ED 249 955

Identifying Effective Practices and Programs: A Guide Book
94p. 1mf. L1 ED 249 615

Manual for Encouraging Parent-Community Involvement in Bilingual Education and English as a Second Language Programs.
44p. 1mf. L1 ED 250 420

Motivational and Self-Imagery Development Component, Elementary Counseling Project: Final Evaluation Report.

Reading Instruction ***(Continued)***

Literacy Instruction in American Schools: Problems and Perspectives.
54p. 1mf. L1 ED 249 475

Parallels between New Paradigms in Science and in Reading and Literary Theories.
35p. 1mf. L2 ED 249 463

Reading - French, Second Language. Introductory to Senior Levels. Youth Education: Teaching GUide No. 42.
38p. 1mf. L1 ED 249 804

Reading Comprehension in Bilingual Students with the Aid of Taped Stories.
10p. 1mf. L1 ED 249 795

Reading Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. and Grade 9. Texas Assessment of Basic Skills.
52p. 1mf. L1 ED 250 380

Remedial Reading and English Instruction for Junior High and High School Students: A Description of Common Practices in Teaching and Assessment.
80p. 1mf. L1 ED 249 470

Self-Concept and Reading. Second Edition.
36p. 1mf. L1 ED 249 468

The Reading Skills of Home Economics: Problems and Selected References.
13p. 1mf. L1 ED 249 476

The Word Processing Approach to Language Experience.
14p. 1mf. L1 ED 249 465

Reading Interests

Readability and Reading Ability: Implications for the Classroom.
19p. 1mf. L1 ED 249 472

Reading Attitudes and Interests of Gifted and Talented Children in the Middle Grades.
63p. 1mf. L1 ED 249 708

Reading Material Selection

Guide to Newbery Medal Winners and Honor Books, 1977-1984.
38p. 1mf. L1 ED 249 536

Readability and Reading Ability: Implications for the Classroom.
19p. 1mf. L1 ED 249 472

Reading Processes

Children's Sense of Genre: A Study of Performance on Parallel Reading and Writing Tasks.
42p. 1mf. L1 ED 249 474

Rural Education ***(Continued)***

Elementary, Secondary and Higher Education in Rural New York State: A Preliminary Report.
47p. 1mf. L1 ED 250 131

GATE: A Model Project for Implementing a Program for Gifted and Talented Education in Rural Schools.
129p. 2mf. L1 ED 250 117

The Early Childhood Education of Aboriginal Australians: A Review of Six Action-Research Projects.
191p. 2mf. L2 ED 250 145

Rural Environment

Environment, Land Use, and Natural Resources in Rural New York: A Preliminary Report.
38p. 1mf. L1 ED 250 126

Human Relations and Community Life in Rural New York State: A Preliminary Report.
43p. 1mf. L1 ED 250 123

Rural Business, Economic Development, and Employment in New York State: A Preliminary Report.
31p. 1mf. L1 ED 250 125

Rural Sociology

Bringing Rural Sociology Back In: Critical Theory and Rural Policy.
30p. 1mf. L1 ED 250 142

Rural Urban Differences

Rural Transportation in New York State: A Preliminary Report.
28p. 1mf. L1 ED 250 124

Saanich School District (British Columbia)

Native Indian Language Education to the Victoria--Saanich Region: An Evaluation Report.
192p. 2mf. L1 ED 250 341

Safety Education

Student Management on School Buses.
12p. 1mf. L1 ED 249 608

Salaries

Fall 1983 Salary Survey Report for the Illinois Public Community Colleges.
47p. 1mf. L1 ED 250 054

Sales Occupations

Marketing and Distribution Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
422p. 5mf. L1 ED 249 393

Salesmanship

Secondary School Teachers

National Education Practice File. Final Report. Evaluation Report.
430p. 5mf. L1 ED 250 015

Secretaries

Mae Conn and Associates. A Legal Secretary Position Simulation. Employer's Manual. Office Occupations.
138p. 2mf. L1 ED 249 403

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 2. Office Occupations.
25p. 1mf. L1 ED 249 406

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 1. Office Occupations.
35p. 1mf. L1 ED 249 405

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 4. Office Occupations.
101p. 2mf. L1 ED 249 408

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 3. Office Occupations.
19p. 1mf. L1 ED 249 407

Mae Conn and Associates. A Legal Secretary Position Simulation. Employee's Manual. Office Occupations.
52p. 1mf. L1 ED 249 404

Seismology

The Earth's Core: How Does It Work? Perspectives in Science. Number 1.
35p. 1mf. L2 ED 250 199

Selection Tools

The Social Science Bibliographer as Detective: Selection Strategies for the Social Sciences.
16p. 1mf. L2 ED 250 013

Selective Admission

Accessibility to Ontario Universities.
119p. 2mf. L1 ED 249 876

Graduate Women's Career Salience, Aspirations, and Involvement.
144p. 2mf. L1 ED 249 833

Who Shall Teach English?
12p. 1mf. L1 ED 249 498

Self Actualization

Empowering Parents through Computer Literacy Training.
8p. 1mf. L1 ED 249 364

Self Care Skills

Behavioral Approach to Improving Self-Care Skills in OBS Patients.
14p. 1mf. L1 ED 249 447

Socioeconomic Status ***(Continued)***

Is the Emergent Reading Level a Useful Concept for Chapter I, Low SES Students?
11p. 1mf. L1 ED 249 462

Louisiana School Effectiveness Study: Phase Two, 1982-84. Executive Summary and Conclusions.
25p. 1mf. L1 ED 250 361

Louisiana School Effectiveness Study: Phase Two, 1982-84.
293p. 4mf. L1 ED 250 362

The Relationship between Racial Identity Attitudes and Socioeconomic Status.
19p. 1mf. L1 ED 250 423

Sociometric Status

Sex Differences in Teachers' Assessments of Their Students' Social Competence.
23p. 1mf. L1 ED 250 102

Software Evaluation

Computers for the Preschool: Beyond the Basics.
21p. 1mf. L1 ED 250 057

Software Piracy

Software Quality and Copyright: Issues in Computer-Assisted Instruction.
155p. 2mf. L2 ED 249 934

Somalia

Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.
66p. 1mf. L1 ED 250 168

Investigation of Problems of Implementing Curriculum in Primary Schools in Somalia. African Studies in Curriculum Development & Evaluation.
34p. 1mf. L1 ED 250 167

South Africa

South Africa/Time Running Out.
65p. 1mf. L2 ED 250 247

South Carolina

The Costs of Higher Education to the Student and to the State at the Public Senior Colleges and Universities in South Carolina. A Study Submitted to the 1984 South Carolina General Assembly.
45p. 1mf. L1 ED 249 904

South Dakota

Guidelines for Education of the Gifted.
288p. 3mf. L1 ED 249 718

Early Adolescence. Skills Essential to Learning Television Project: Working Paper.
19p. 1mf. L1 ED 249 976

Factors Associated with the Academic Performance of Marginal Students in an Urban College Setting.
113p. 2mf. L1 ED 249 838

Factors Effecting Learner Motivation in Distance Education: The Interaction between Learner Attributes and Learner Course Performance. REDEAL Research Report #9. Project REDEAL Research and Evaluation of Distance Education for the Adult Learner.
42p. 1mf. L1 ED 249 346

First-Time Student Questionnaire: An Attempt to Identify Those Applicants Most Likely Not to Register.
11p. 1mf. L1 ED 250 020

High School Profiles, 1982-83.
88p. 1mf. L1 ED 250 321

Investigating Reading Preferences, Reading Attitudes, and Teacher Observations of Third Graders.
13p. 1mf. L1 ED 250 359

Item Bank: Student and College Outcomes. Improving Community College Evaluation and Planning.
134p. 2mf. L1 ED 250 046

Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT.
24p. 1mf. L2 ED 250 360

Meeting the Costs of Attending College. A Staff Analysis of the Demographic Characteristics and Financial Circumstances of California Undergraduates. Commission Report 84-15.
104p. 2mf. L1 ED 249 875

Middle Childhood. Skills Essential to Learning Television Project: Working Paper.
23p. 1mf. L1 ED 249 977

Minority Students at the University of Wisconsin-Milwaukee: Who Are They and How Are They Doing?
25p. 1mf. L1 ED 249 828

Restructuring Teacher Education: The University of New Hampshire's Five Year Program.
52p. 1mf. L1 ED 250 310

Secondary General Mathematics: Attitudinal and Demographic Characteristics of Teachers and Students. Research Report 80.
122p. 2mf. L1 ED 249 967

Student Characteristics as Compared to the Community Profile.

Teacher Certification

Computer Literacy: Teacher Competencies.
27p. 1mf. L1 ED 249 939

Quality Control of Teacher Preparation Programs through the Program Approval Process.
18p. 1mf. L1 ED 250 300

Teacher Certification Struggle in New Jersey. Appendices.
284p. 3mf. L1 ED 250 316

Testing Teachers for Certification and Recertification.
15p. 1mf. L1 ED 250 299

The Teacher Certification Struggle in New Jersey.
72p. 1mf. L1 ED 250 315

Teacher Characteristics

Guiding Images for Teaching and Teacher Education.
20p. 1mf. L1 ED 250 304

Preparing Teachers for Schools of Choice.
26p. 1mf. L1 ED 250 295

Recent Reports on Education: Some Implications for Preparing Teachers.
18p. 1mf. L1 ED 250 303

Secondary General Mathematics: Attitudinal and Demographic Characteristics of Teachers and Students. Research Report 80.
122p. 2mf. L1 ED 249 967

Status of Social Studies Teaching: Practices in Secondary Schools. Research Report 79.
77p. 1mf. L1 ED 249 966

Teacher Performance Evaluation Plan: A Personalized Approach to Supervision, Staff Development, and Evaluation. An Implementation Guide. Revised Edition.
51p. 1mf. L1 ED 249 574

Teachers and Principals: May 1984. ERS Educator Opinion Poll. Reporting the Opinions, Status, and Experiences of American Public School Educators.
p. 4mf. L3 ED 249 643

Teacher Education

Certifying Special Education Programs for Teacher Education. A Proposal to the Department of Education, State of Kansas, from the Department of Education and Home Economics, Washburn University.
82p. 1mf. L1 ED 249 677

Computer Literacy: Teacher Competencies.
27p. 1mf. L1 ED 249 939

Computers in Schools: The Report of the Minister's Task Force on Computers in Schools and Executive Summary.

Television Viewing ***(Continued)***

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use.
181p. 2mf. L1 ED 249 951

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume V. Appendices to Technical Report.
257p. 3mf. L1 ED 249 953

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume IV. A View of Viewers: Observations on the Response to and Classroom Use of "ThinkAbout."
123p. 2mf. L1 ED 249 952

Research on the Introduction, Use, and Impact of "ThinkAbout" Instructional Television Series. Volume II. "ThinkAbout": Teacher Use and Student Response in Three Classrooms.
193p. 3mf. L1 ED 249 950

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Televsision Series. Volume I. Technical Report.
241p. 3mf. L1 ED 249 949

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.
23p. 1mf. L1 ED 249 948

Summary of the "ThinkAbout" Cluster Evaluation: Collection Information.
25p. 1mf. L1 ED 249 947

Television and Its News: A Discrepancy Examination.
26p. 1mf. L1 ED 249 553

Tenses (Grammar)

On Marking Time without Aspect in Child Language.
11p. 1mf. L1 ED 249 789

Understanding English Modals through Space Grammar.
26p. 1mf. L1 ED 249 794

Tenure

Study of the Status of Tenure in the Nation's Public Two-Year Colleges.
9p. 1mf. L1 ED 250 029

Test Anxiety

Retrospective Evaluation of Testing in ESL Content and Skills Courses.
22p. 1mf. L1 ED 249 815

The Measurement of Test Anxiety.
38p. 1mf. L1 ED 250 336

Effects of Self-Control and Thinking Tools Training on Academic Performance of Undergraduate Venezuelan Students.
20p. 1mf. L1 ED 250 346

Evaluation of Napa Valley College's Student Orientation, Assessment, Advisement and Retention Program.
12p. 1mf. L1 ED 250 026

Factors Effecting Learner Motivation in Distance Education: The Interaction between Learner Attributes and Learner Course Performance. REDEAL Research Report #9. Project REDEAL Research and Evaluation of Distance Education for the Adult Learner.
42p. 1mf. L1 ED 249 346

Fifth and Sixth Graders: Their Attitudes about Parents, Peers, School, and Themselves. Skills Essential to Learning Television Projects: Research Report.
23p. 1mf. L1 ED 249 978

Homework Practices, Achievements, and Behaviors of Elementary School Students.
27p. 1mf. L1 ED 250 351

Homework. Selected References.
20p. 1mf. L1 ED 250 275

Louisiana School Effectiveness Study: Phase Two, 1982-84.
293p. 4mf. L1 ED 250 362

Louisiana School Effectiveness Study: Phase Two, 1982-84. Executive Summary and Conclusions.
25p. 1mf. L1 ED 250 361

Making Change Happen: A Case Study of School District Implementation.
128p. 2mf. L1 ED 250 162

Maryland Accountability Testing Program Annual Report. School Year 1982-1983.
141p. 2mf. L1 ED 250 364

Maryland Accountability Testing Program Annual Report. School Year 1981-1982.
143p. 2mf. L1 ED 250 363

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume V. Appendices to Technical Report.
257p. 3mf. L1 ED 249 953

Status of K-12 Public Education in Colorado, 1984.
47p. 1mf. L1 ED 250 411

Student Achievement in California Schools: 1982-83 Annual Report. California Assessment Program.
213p. 3mf. L2 ED 250 376

Temperament Influences on Cognition and Achievement in Children with Learning Problems.
24p. 1mf. L1 ED 249 680

The Effective Teacher: Educational Testing and Measurement as a Curriculum Concern.
30p. 1mf. L1 ED 250 388

Agriculture in New York State: A Preliminary Report.
41p. 1mf. L1 ED 250 129

Air Pollution

Measuring the Benefits of Clean Air and Water.
165p. 2mf. L2 ED 250 207

Alaska (Anchorage)

Computer Literacy and Use among Elementary Classroom Teachers.
33p. 1mf. L1 ED 249 93[illegible]

Alberta

Computers in Schools: The Report of the Minister's Task Force on Computers in Schools and Executive Summary.
164p. 2mf. L1 ED 250 062

Environmental Fact Seeker's Guide for Students & Teachers in Alberta. Revised Edition.
43p. 1mf. L1 ED 250 182

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Student Manual.
31p. 1mf. L1 ED 250 184

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Teacher's Guide.
43p. 1mf. L1 ED 250 183

1981 Alberta Social Studies Curriculum.
158p. 2mf. L1 ED 250 250

Albuquerque Public Schools NM

Charles R. Spain Career Enrichment Center, Delivery of Services Evaluation.
238p. 3mf. L1 ED 250 324

New Mexico High School Proficiency Examination/Diploma Endorsement District Report. 1983.
24p. 1mf. L1 ED 250 322

New Mexico High School Proficiency Examination (NMHSPE). District Report. 1982-83.
84p. 1mf. L1 ED 250 344

Alcoholic Beverages

Cognitive Factors in Substance Abuse: The Case for Early Learning.
12p. 1mf. L1 ED 249 445

Alcoholism

Validity of DSM-III Alcoholism Diagnoses: Inadequacy of the "Medical Model."
16p. 1mf. L1 ED 249 443

Algebra

Problem Solving in Mathematics, Grade 9. Lane County Mathematics Project. With Teacher's Commentary and Answers.
292p. 4mf. L2 ED 250 213

Algorithms

Are Low Stress Algorithms in Addition and Subtraction a Solution to More Than Math Problems?
18p. 1mf. L1 ED 250 170

Allied Health Occupations Education

gageure du biblinguisme.
145p. 2mf. L1 ED 249 762

Biographical Inventories

Tapping the World of the Older Adult.
16p. 1mf. L1 ED 249 366

Biological Sciences

Life Science Instruction and Its Relationship to Scientific Literacy at the Intermediate Level.
29p. 1mf. L1 ED 250 148

Biology

Regents Biology Resource Units.
95p. 1mf. L1 ED 250 201

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Student Manual.
31p. 1mf. L1 ED 250 184

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Teacher's Guide.
43p. 1mf. L1 ED 250 183

Biomedical Equipment

Health Services: Clinical. Radiographic Aide. Instructor's Manual. Competency-Based Education.
70p. 1mf. L1 ED 249 380

Health Services: Clinical. Respiratory Therapy Aide. Instructor's Manual. Competency-Based Education.
123p. 2mf. L1 ED 249 379

Black Attitudes

The Relationship between Racial Identity Attitudes and Socioeconomic Status.
19p. 1mf. L1 ED 250 423

Black Colleges

Long-Term Activities for Minority Institutions in Science and Technology Lake Arrowhead Conference (June 4-8, 1984).
172p. 2mf. L1 ED 250 180

Vocational Education Programs at Virginia State University: Successful Features.
43p. 1mf. L1 ED 249 352

Black Education

Vocational Education Programs at Virginia State University: Successful Features.
43p. 1mf. L1 ED 249 352

Black Students

Formal Language Assessment of Handicapped and Nonhandicapped Black Children.
37p. 1mf. L1 ED 250 348

The Testing Issue. Proceedings of a Conference Held at Alabama State University (Montgomery, Alabama, April 12-13, 1984).
49p. 1mf. L1 ED 250 378

Black Teachers

The Testing Issue. Proceedings of a Conference Held at Alabama

51p. 1mf. L2 ED 250 085

Developing Perceptions of Control: Cross-Sectional and Longitudinal Analyses.
30p. 1mf. L1 ED 249 458

Evaluating Residential Institutions.
16p. 1mf. L1 ED 250 108

Intrapersonal Perceptions of Shyness and Humor as Related to Interpersonal Perceptions of Social Distance and Humorousness.
45p. 1mf. L1 ED 249 459

Research and Clinical Center for Child Development Annual Report, 1982-1983.
84p. 1mf. L1 ED 250 060

Self Concept and Self Esteem: Infancy to Adolescence. A Cognitive Developmental Outline with Some Reference to Behaviour and Health Effects. Unit for Child Studies. Selected Papers Number 27.
23p. 1mf. L1 ED 250 095

Summary of How States Use Local Agencies to Provide Services for Children and Youth.
56p. 1mf. L1 ED 250 067

The Effect of Differing Participant Structures on the Speech of Children Acquiring English as a Second Language.
9p. 1mf. L1 ED 249 782

Childrens Art

Stages in the Development of Children's Drawing.
13p. 1mf. L2 ED 250 402

Understanding Children's Drawings: The Path to Manhood. With "Notes on the Study of Man," By Wolfgang Schad.
94p. 1mf. L1 ED 250 061

Childrens Literature

Guide to Newbery Medal Winners and Honor Books, 1977-1984.
38p. 1mf. L1 ED 249 536

Manual for a Summer Reading Program.
75p. 1mf. L1 ED 249 997

China

An Investigation of Learning Strategies in Oral Communication that Chinese EFL Learners in China Employ.
165p. 2mf. L1 ED 249 796

How Is a Chinese Student Like a Thermos Bottle?
11p. 1mf. L1 ED 249 818

The Teaching of French in the People's Republic of China.
18p. 1mf. L1 ED 249 806

Christianity

Critical Issues in Elementary and Secondary Education: A Discussion Guide for Christians.
43p. 1mf. L1 ED 249 572

Church Related Colleges

College of Saint Teresa: Design for Choicemakers. An Operations Manual for Faculty and Staff.
235p. 3mf. L1 ED 249 905

and Planning: Project Working Paper Number Eight.
27p. 1mf. L1 ED 250 040

Learner Outcomes Handbook. Improving Community College Evaluation and Planning.
71p. 1mf. L1 ED 250 047

Planning and Accreditation: A Survey of Attitudes of Policymakers. Improving Community College Evaluation and Planning: Project Working Papers Numbers Five, Six, and Seven.
32p. 1mf. L1 ED 250 042

Post Secondary Education Planning: The Demographic Context. A Discussion Paper.
29p. 1mf. L1 ED 249 856

Preliminary Market Analysis and Institutional Assessment.
65p. 1mf. L1 ED 250 048

Review of Statewide Long-Range Planning. Commission Report 84-17.
44p. 1mf. L1 ED 249 874

College Preparation

Profile of Preparation in English: Phase II.
22p. 1mf. L2 ED 250 369

College Programs

Academic Programs, Degrees and Other Formal Awards, Fall 1984. State University of New York.
371p. 4mf. L1 ED 249 881

College of Saint Teresa: Design for Choicemakers. An Operations Manual for Faculty and Staff.
235p. 3mf. L1 ED 249 905

Colombia: A Study of the Educational System of Colombia and a Guide to the Academic Placement of Students from Colombia in Educational Institutions of the United States.
148p. 2mf. L2 ED 249 885

Data and Characteristics of the Illinois Public Community College System.
110p. 2mf. L1 ED 250 055

Inventory of International Education Activities at Southeast Florida Colleges and Universities.
86p. 1mf. L1 ED 249 827

Peru: A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 896

Report on High Technology Programs in Illinois Public Community Colleges.
13p. 1mf. L1 ED 250 053

Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States.
138p. 2mf. L2 ED 249 899

Traditional and Nontraditional Educational Elements Using Telecommunications.

Microcomputer Applications in Education: Now to Next Decade.
8p. 1mf. L1 ED 249 596

The Admissions Strategist: Recruiting in the 1980s.
74p. 1mf. L2 ED 249 916

The California Model Curriculum for Computers in Education.
7p. 1mf. L1 ED 249 599

The Flexible Use of Computers in Classrooms. Technical Report No. 6.
11p. 1mf. L1 ED 249 926

Computer Science

The Peninsula Academies. Second Yearly Interim Report.
60p. 1mf. L1 ED 249 357

The Peninsula Academies. Third Yearly Interim Report.
73p. 1mf. L1 ED 249 358

Computer Science Education

Implications for Teacher Education of Assuming That Schools of the Future Will Have Unlimited Access to Technology.
12p. 1mf. L1 ED 250 302

On the Cognitive Prerequisites of Learning Computer Programming. Technical Report No. 18.
94p. 1mf. L1 ED 249 931

Policy Issues in Computer Education. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
44p. 1mf. L1 ED 250 175

Staff Computer Literacy in the Community College: A Resource Inventory and Directory, 1984.
55p. 1mf. L1 ED 250 050

Computer Simulation

Influence of Users' Teaching Perspectives on Their Interpretations of a Microcomputer Simulation.
22p. 1mf. L1 ED 250 284

Computer Software

"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.
17p. 1mf. L2 ED 249 924

Artificial Intelligence and Expert Systems.
43p. 1mf. L1 ED 250 156

Chameleon in the Classroom: Developing Roles for Computers. Symposium. Technical Report No. 22.
65p. 1mf. L2 ED 249 921

Clarifying the "A" in CAI for Learners of Different Abilities. Assessing the Cognitive consequences of Computer Environments for Learning (ACCCEL).
33p. 1mf. L1 ED 250 177

Classroom Software for the Information Age. Technical Report No. 23.
12p. 1mf. L1 ED 249 933

Computer Aided Implementation of Precision Teaching.

36p. 1mf. L1 ED 250 084

New Relationship: Intercultural Communication and Discourse Analysis.
11p. 1mf. L1 ED 249 559

North and Latin American Business Negotiations: An Assessment of Differences in Interpersonal Perception.
24p. 1mf. L1 ED 249 545

Cultural Education

American Indian/Alaska Native Education: Quality in the Classroom.
90p. 1mf. L2 ED 250 137

Metropolitan French: Familiarization & Short-Term Training.
600p. 7mf. L1 ED 249 775

Cultural Influences

Configuration of Education and Culture: An African Experience.
760p. 8mf. L1 ED 250 239

Deafness: Explorations into a Community and Its Culture.
13p. 1mf. L1 ED 249 696

Cultural Pluralism

Education for Diversity: The Challenge of Cultural Pluralism. Inaugural Lecture.
28p. 1mf. L1 ED 250 408

Exploring Languages and Cultures--An Exploratory Foreign Language Course. A Guide for Teachers.
181p. 2mf. L1 ED 249 770

Cultural Reentry

Professional Integration: A Guide for Students from the Developing World.
151p. 2mf. L2 ED 249 845

Culture Conflict

Culture Shock: Information Packet for Developing Stress/Culture Shock Programs for Students in Overseas Schools.
25p. 1mf. L1 ED 249 430

Professional Integration: A Guide for Students from the Developing World.
151p. 2mf. L2 ED 249 845

Curriculum

American Indian/Alaska Native Education: Quality in the Classroom.
90p. 1mf. L2 ED 250 137

Curriculum Design

The California Model Curriculum for Computers in Education.
7p. 1mf. L1 ED 249 599

Curriculum Development

"TV's Sort of...Just There": Critical Television Viewing Skills.
26p. 1mf. L1 ED 249 945

Citizenship Education, Global Education, and the Education of Social Studies Teachers.
14p. 1mf. L1 ED 250 256

Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum.

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.
19p. 1mf. L1 ED 249 726

Disadvantaged

Arkansas Department of Education: 1983 Evaluation Report, Chapter 1, ECIA.
43p. 1mf. L1 ED 250 410

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: Final Report.
103p. 2mf. L1 ED 249 853

President Signs Technical Amendments Bill for Chapters 1 and 2.
7p. 1mf. L1 ED 250 404

Disadvantaged Youth

Community Based Organizations. The Challenges of the Job Training Partnership Act.
28p. 1mf. L1 ED 249 345

Investing in America's Future. A Policy Statement.
47p. 1mf. L1 ED 250 416

Parental Feedback in the Evaluation of a Camp for Disadvantaged Children: The Camp Limberlost Project.
21p. 1mf. L1 ED 250 141

Program Effects of JTPA on Community-Based Organizations.
32p. 1mf. L1 ED 249 344

The Peninsula Academies. Second Yearly Interim Report.
60p. 1mf. L1 ED 249 357

What's Happening to CBOs under JTPA and Where Do We Go from here? Highlights of the NYEC Survey.
22p. 1mf. L1 ED 249 343

Disarmament

Understanding Nuclear Weapons and Arms Control: A Guide to the Issues. New Edition.
113p. 2mf. L2 ED 250 216

Discipline

Alternative School Programming for Behavior Disordered Children.
27p. 1mf. L1 ED 249 670

Cooperation in the Classroom: Students and Teachers Together. Analysis and Action Series.
66p. 1mf. L2 ED 250 273

Positive Alternatives to the Disciplinary Exclusion of Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders.
119p. 2mf. L1 ED 249 668

Positive Disciplinary Project.
20p. 1mf. L1 ED 249 640

Spare the Rod: Due Process re School Discipline. Second Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
37p. 1mf. L2 ED 250 267

Survey of MCPS Personnel on Student Behavior and Discipline.

School Mathematics: Options for the 1990s. Chairman's Report of a Conference (Madison, Wisconsin, December 5-8, 1983). Volume 1.
43p. 1mf. L1 ED 250 195

Strategies for Effective School Improvement Programs.
7p. 1mf. L1 ED 249 578

Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.
63p. 1mf. L2 ED 250 082

Teachers, Their World, and Their Work. Implications for School Improvement.
155p. 2mf. L2 ED 250 285

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Austin, Texas, October 4-5, 1984).
68p. 1mf. L1 ED 250 296

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Minneapolis, Minnesota, September 25-26, 1984).
14p. 1mf. L1 ED 250 290

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume III.
77p. 1mf. L1 ED 250 307

Toward a More Desirable Profession.
21p. 1mf. L1 ED 250 293

Toward Excellence in Education. Governor John Carlin's Commitment to Education in Kansas.
32p. 1mf. L1 ED 249 644

Educational Innovation

Defining Fidelity: A Cross-Study Analysis.
16p. 1mf. L1 ED 249 659

Emulation and Replication as a Scenario for Successful School Improvement.
13p. 1mf. L1 ED 249 660

English Textbooks Based on Research and Theory--A Possible Dream.
6p. 1mf. L1 ED 249 530

High Tech for Schools: Problems and Solutions. AASA Critical Issues Report.
98p. 2mf. L1 ED 249 606

Multi-Dimensional Approach for Assessing Implementation Success. R&D Report No. 3157.
32p. 1mf. L1 ED 250 328

Strategies for Effective School Improvement Programs.
7p. 1mf. L1 ED 249 578

The Relationship between the Values and Attitudes of Department Heads of Administration and Educational Leadership toward Selected Educational Innovations in the Southeastern United States.
12p. 1mf. L1 ED 249 829

136p. 2mf. L2 ED 249 896

Selected French Speaking Sub-Saharan African Countries: Burundi, Cameroon (Eastern), Chad, Congo (Brazzaville), Dahomey, Gabon, Ivory Coast, Mali, Mauritania, Niger, Rwanda, Senegal, Togo, Upper Volta, Zaire. A Guide to the Academic Placement of Students from These Countries in Academic Institutions of the United States.

20p. 1mf. L2 ED 249 900

Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.

268p. 3mf. L2 ED 249 897

Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States.

138p. 2mf. L2 ED 249 899

Switzerland: A Study of the Educational System of Switzerland and a Guide to the Academic Placement of Students from Switzerland in Educational Institutions of the United States.

145p. 2mf. L2 ED 249 901

Thailand: A Study of the Educational System of Thailand and a Guide to the Academic Placement of Students from Thailand in Educational Institutions of the United States.

131p. 2mf. L2 ED 249 902

The Admission and Academic Placement of Students from: Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic.

129p. 2mf. L2 ED 249 848

Eligibility

California's New Eligibility Criteria: Legal and Program Implications.

36p. 1mf. L1 ED 249 744

Survey of Current Placement Practices and Eligibility Criteria for the Learning Disabled Child in Oklahoma.

64p. 1mf. L1 ED 249 734

Emergency Veterans Job Training Act 1983

The Emergency Veterans' Job Training Act of 1983. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Eighth Congress, Second Session.

190p. 2mf. L1 ED 249 356

Emergent Reading Levels

Is the Emergent Reading Level a Useful Concept for Chapter I, Low SES Students?

11p. 1mf. L1 ED 249 462

Emotional Adjustment

Children and Loss. Part 1: A Teacher's View: The Child in the Single Parent and Blended Family. Part 2: Helping Children Cope with Loss. Unit for Child Studies. Selected Papers Number 25.

22p. 1mf. L2 ED 250 369

Excellence

Toward Excellence in Education. Governor John Carlin's Commitment to Education in Kansas.

32p. 1mf. L1 ED 249 644

Exhibits

Issues regarding Nonformal Evaluation of Nonformal Education in Zoos.

19p. 1mf. L1 ED 250 172

Expanded Food and Nutrition Education Progr

Homemaker Reaction to EFNEP/Food Stamp Pilot Nutrition Education Project. A 1983 Pennsylvania and Massachusetts Survey. Extension Studies 92.

42p. 1mf. L1 ED 249 363

Expenditure per Student

The Costs of Higher Education to the Student and to the State at the Public Senior Colleges and Universities in South Carolina. A Study Submitted to the 1984 South Carolina General Assembly.

45p. 1mf. L1 ED 249 904

Expenditures

Compendium of University Statistics, 1984 Edition = Compendium de statistique concernant les universites, edition 1984.

59p. 1mf. L2 ED 249 859

Experiences in English Inventory

Profile of Preparation in English: Phase II.

22p. 1mf. L2 ED 250 369

Experiential Learning

"Trap Setting" in Didactic Materials.

19p. 1mf. L1 ED 249 810

Group Membership: An Integrative Approach to Teaching Small Group Knowledge and Practice Skill.

21p. 1mf. L1 ED 249 416

Influence of Users' Teaching Perspectives on Their Interpretations of a Microcomputer Simulation.

22p. 1mf. L1 ED 250 284

Model for Teaching Group Dynamics to Occupational Therapy Students.

38p. 1mf. L1 ED 249 836

The Impact of Experience on Academic Learning: A Summary of Theories and Review of Recent Research.

25p. 1mf. L1 ED 250 356

Experimental Programs

The Jefferson County Effective Schools Project: Description and Analysis of Outcomes.

34p. 1mf. L1 ED 249 651

Expert Systems

Artificial Intelligence and Expert Systems.

43p. 1mf. L1 ED 250 156

Expository Writing

Greece: A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 888

Guide to the Academic Placement of Students from Ghana in Educational Institutions of the United States.
57p. 1mf. L2 ED 249 887

How Is a Chinese Student Like a Thermos Bottle?
11p. 1mf. L1 ED 249 818

Inventory of International Education Activities at Southeast Florida Colleges and Universities.
86p. 1mf. L1 ED 249 827

Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States.
112p. 2mf. L2 ED 249 890

Japan: A Guide to the Academic Placement of Students from Japan in Educational Institutions of the United States.
43p. 1mf. L2 ED 249 891

Jordan: A Study of the Educational System of Jordan and a Guide to the Academic Placement of Students from Jordan in Educational Institutions of the United States.
29p. 1mf. L2 ED 249 892

Mexico: A Study of the Educational System of Mexico and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
292p. 4mf. L2 ED 249 895

New Zealand: A Study of the Educational System of New Zealand and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
100p. 2mf. L2 ED 249 894

Peru: A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 896

Private Sector Funding Available to Foreign Scholars and Students in the United States.
60p. 1mf. L2 ED 249 849

Professional Integration: A Guide for Students from the Developing World.
151p. 2mf. L2 ED 249 845

Republic of Indonesia: A Study of the Educational System of the Republic of Indonesia and a Guide to the Academic Placement of Students from the Republic of Indonesia in Educational Institutions of the United States.
129p. 2mf. L2 ED 249 889

Selected French Speaking Sub-Saharan African Countries: Burundi, Cameroon (Eastern), Chad, Congo (Brazzaville), Dahomey, Gabon, Ivory Coast, Mali, Mauritania, Niger, Rwanda, Senegal, Togo, Upper

113p. 2mf. L1 ED 249 838

High School Equivalency Programs

The Bilingual Program in Auxiliary Services for High Schools, 1982-1983. O.E.E. Evaluation Report.
110p. 2mf. L1 ED 250 434

High School Students

Analysis of the Impact of the Seven-Period Day. Revised.
11p. 1mf. L1 ED 249 602

High Schools

Collecting Data in High Schools: Methods and Madness. R&D Report No. 3183.
39p. 1mf. L1 ED 250 392

High School Profiles, 1982-83.
88p. 1mf. L1 ED 250 321

Higher Education

Compendium of University Statistics, 1984 Edition = Compendium de statistique concernant les universites, edition 1984.
59p. 1mf. L2 ED 249 859

Fact Book on Higher Education in the South, 1983 and 1984.
92p. 1mf. L1 ED 249 852

Higher Education and Economic Development in Europe, 1975-1980: (A Statistical and Economic Study) = L'Enseignement Superieur et le Developpement Economique en Europe, 1975-1980: (Etude Statistique et Economique). Vol. II.
361p. 4mf. L1 ED 249 863

Higher Education and Manpower Planning: A Comparative Study of Planned and Market Economies.
136p. 2mf. L1 ED 249 871

Higher Education in Bulgaria.
117p. 2mf. L1 ED 249 870

Higher Education in Norway. Monographs on Higher Education.
75p. 1mf. L1 ED 249 869

Higher Education in the German Democratic Republic. Monographs on Higher Education.
82p. 1mf. L1 ED 249 868

Math/Science Self-Schemas and Curriculum Choices among University Women.
22p. 1mf. L1 ED 250 194

Mexico: A Study of the Educational System of Mexico and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
292p. 4mf. L2 ED 249 895

New Zealand: A Study of the Educational System of New Zealand and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
100p. 2mf. L2 ED 249 894

Peru: A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

Recognition Manual for Illinois Public Community Colleges.
36p. 1mf. L1 ED 250 052

Regional and National Voluntary Accreditation. "The Place and Appropriate Future of National Accreditation."
21p. 1mf. L1 ED 250 309

Transition or Transformation? Annual Report of the Executive Director of the Commission on Higher Education, 1983-84.
9p. 1mf. L1 ED 249 839

Institutional Mission

The Modern Idea of the University.
p. 85mf. L3 ED 249 883

Institutional Research

College Planning: Strategies for Assessing the Environment. Improving Community College Evaluation and Planning.
73p. 1mf. L1 ED 250 044

Guidelines for the Development of Computerized Student Information Systems.
35p. 1mf. L2 ED 250 021

The Admissions Strategist: Recruiting in the 1980s.
74p. 1mf. L2 ED 249 916

Institutionalized Facilities Program NY

E.C.I.A. Chapter 1, Part B. Institutionalized Facilities Program, Summer 1983. Final Evaluation Report.
24p. 1mf. L1 ED 250 435

Institutionalized Persons

Decreasing Aggression Using Four-Point Restraints and Symbol Programs.
34p. 1mf. L1 ED 249 428

E.C.I.A. Chapter 1, Part B. Institutionalized Facilities Program, Summer 1983. Final Evaluation Report.
24p. 1mf. L1 ED 250 435

P.L. 89-313. Supplementary Services for Previously Nonpublic School Institutionalized Students, 1983-84. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 436

Instructional Accomplishment Inventories

Equating Instructional Accomplishment Inventories and Standardized Achievement Tests.
30p. 1mf. L1 ED 250 391

Instructional Design

Cognition in Fifth and Sixth Grade Children. Skills Essential to Learning Television Project: Working Paper.
26p. 1mf. L1 ED 249 979

Educational Software Tools: Designing a Text Editor for Children. Technical Report No. 8.
12p. 1mf. L1 ED 249 928

Learning Skills and Instruction. Skills Essential to Learning Television Project: Working Paper.
47p. 1mf. L1 ED 249 981

Language Patterns

The Acquisition of Task-Specific Word Formation Devices in American Sign Language.
9p. 1mf. L1 ED 249 783

The Sound of English: A Bibliography of Language Recordings.
82p. 1mf. L1 ED 249 508

Language Processing

Getting the Picture of Language Learning.
30p. 1mf. L1 ED 249 495

The Acquisition of Task-Specific Word Formation Devices in American Sign Language.
9p. 1mf. L1 ED 249 783

Unearthing Grounds: Some Studies of Metaphor Comprehension.
25p. 1mf. L1 ED 249 817

Word on Final Words.
19p. 1mf. L1 ED 249 467

Language Proficiency

Communicative Competence Approaches to Language Proficiency Assessment: Research and Application. Multilingual Matters 9.
170p. 2mf. L1 ED 249 793

The Effect of Differing Participant Structures on the Speech of Children Acquiring English as a Second Language.
9p. 1mf. L1 ED 249 782

Using Proficiency Rating Scales with High School Foreign Language Learners.
18p. 1mf. L1 ED 249 767

Language Research

Communicative Competence Approaches to Language Proficiency Assessment: Research and Application. Multilingual Matters 9.
170p. 2mf. L1 ED 249 793

Constraints on Learning: Studies in the Acquisition of American Sign Language.
23p. 1mf. L1 ED 249 790

Developmental Stages in Children's Narrative Composition.
18p. 1mf. L1 ED 249 461

FLES Program for Grades 1-3: A Non-Intensive, Non-Foreign Approach.
111p. 2mf. L1 ED 249 774

Getting the Picture of Language Learning.
30p. 1mf. L1 ED 249 495

Unearthing Grounds: Some Studies of Metaphor Comprehension.
25p. 1mf. L1 ED 249 817

Language Skills

Language Learning and the Practical Use of Language in School.
31p. 1mf. L2 ED 249 533

Mislabeled, but Not Misidentified. Final Progress Report, 7/1/80-6/30/81.
36p. 1mf. L1 ED 249 740

The Early Childhood Education of Aboriginal Australians: A Review

20p. 1mf. L1 ED 249 985

Public Services in Research Libraries. Preliminary Reports from the Public Services Research Projects: University of Arizona, Cornell University, University of Illinois, Michigan State University, New York University, Pennsylvania State University, and Texas A & M University.
73p. 1mf. L2 ED 249 991

Public Services in Research Libraries: A Self-Study. The Newberry Library.
54p. 1mf. L2 ED 250 006

Reference Service in Rural Public Libraries.
74p. 1mf. L2 ED 250 012

Report on Library Services to Disabled Persons in New South Wales, 1983.
102p. 2mf. L1 ED 249 721

The Faculty Liaison as Research Coordinator: A Growing Need for the Academic Community.
10p. 1mf. L1 ED 250 010

White House Conference on Library and Information Services Follow-Up Inquiry. State/Territory Agency Responses.
40p. 1mf. L1 ED 249 998

Library Skills

Guide to Teaching Research and Report Writing.
43p. 1mf. L1 ED 249 514

How to Use a Law Library.
10p. 1mf. L2 ED 250 261

Program Evaluation Concept and Methodology--The Video Storyboard: An Evaluation of "The Public Library." The Essential Learning Skills Television Project: Research Report.
35p. 1mf. L1 ED 249 984

Using Media Resources to Explore Drug Use in Society: A Special 5th Grade Drug Education Lesson That Makes Use of Library Media Resources.
73p. 1mf. L1 ED 249 431

Library Statistics

Quantitative Criteria for Academic Research Libraries.
142p. 2mf. L2 ED 249 988

Library Technical Processes

Libraries and Archives: Critical Distinctions, Mutual Concerns, and the Need for Increased Cooperation.
16p. 1mf. L1 ED 250 011

Processing and Data Distribution within the Research Libraries Information Network.
276p. 3mf. L1 ED 249 993

Library Users

Subject Access in the Small Library.
13p. 1mf. L1 ED 249 996

Life Style

Education in Healthy Lifestyles: Curriculum Implications. Fastback

Response Theory.
23p. 1mf. L1 ED 250 365

McGill University (Canada)

Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-Based Performance Evaluation Process with Accompanying Supervisor's Manual.
48p. 1mf. L1 ED 249 986

Measurement

Measurement and Evaluation of Reference/Information Service in Law School Depository Libraries: A Bibliography.
20p. 1mf. L1 ED 249 985

Measurement Objectives

Development and Verification of Instructionally Sensitive Achievement Tests.
30p. 1mf. L1 ED 250 387

Measurement Techniques

Challenge for Third-World Education: Changing Male/Female Literacy in Pakistan.
23p. 1mf. L1 ED 249 469

Evaluating the Communicative Proficiency of Overseas Dentists. Annex to General Dental Council Report.
87p. 1mf. L1 ED 249 764

Measurement Scales and Standard Systems in Psychology.
9p. 1mf. L1 ED 250 398

The Relationship between Test Anxiety and Person Fit Measures.
28p. 1mf. L1 ED 250 370

Measures (Individuals)

Measurement Scales and Standard Systems in Psychology.
9p. 1mf. L1 ED 250 398

Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.
26p. 1mf. L1 ED 250 058

Teacher Assessment and Nonverbal Communication: The State of the Arts.
14p. 1mf. L1 ED 249 549

Mechanical Restraint Procedures

Decreasing Aggression Using Four-Point Restraints and Symbol Programs.
34p. 1mf. L1 ED 249 428

Media Research

An Empirical Investigation of Media Program Preferences and Tastes.
21p. 1mf. L1 ED 249 543

Media for People in Cities: A Study of Community Media in the Urban Context.
242p. 3mf. L2 ED 249 540

The Effect of Selected Cinemagraphic Elements on Audience Perception of Mediated Concepts.
16p. 1mf. L1 ED 249 490

430p. 5mf. L1 ED 250 015

National Endowment for the Humanities

Trends in Humanities Programming.
74p. 1mf. L1 ED 250 014

National Science Foundation

Guide to Programs. Fiscal Year 1985.
91p. 1mf. L1 ED 250 149

National Surveys

Classification of Residential Facilities for Mentally Retarded People. Brief #24.
24p. 1mf. L1 ED 249 693

Public Elementary and Secondary Education in the United States, 1981-82: A Statistical Compendium.
219p. 3mf. L1 ED 249 649

Superintendent-Community Relationship in the United States and Alaska.
26p. 1mf. L1 ED 249 616

Native Language Instruction

Project MAS, 1982-1983. O.E.E. Evaluation Report.
78p. 1mf. L1 ED 250 427

Natural Resources

Agribusiness/Natural Resources Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
159p. 2mf. L1 ED 249 381

Environment, Land Use, and Natural Resources in Rural New York: A Preliminary Report.
38p. 1mf. L1 ED 250 126

Integrated Regional Resources Management. A Syllabus for an International Training Course Based on the Experience of the Tennessee Valley Authority.
22p. 1mf. L1 ED 250 205

Naturalistic Observation

Case Study Evaluations: A Case in Point. An Illustrative Report and Mathodological Analysis of Case Study Evaluations.
104p. 2mf. L1 ED 250 354

Nature Centers

Bridging the Gap between the Natural and the Built Environments with Nature Center Programs.
8p. 1mf. L1 ED 250 153

Navajo (Nation)

Contemporary Navajo Affairs: Navajo History Volume III, Part B.
304p. 4mf. L1 ED 250 144

Dinetah: Navajo History. Volume II.
187p. 2mf. L1 ED 250 143

Navy

Comparison of Three Reading Tests for Determining Reading Grade Level of Navy Recruits.
17p. 1mf. L1 ED 249 481

Needs Assessment

Item Bank: Student and College Outcomes. Improving Community College Evaluation and Planning.
134p. 2mf. L1 ED 250 046

Learner Outcomes Handbook. Improving Community College Evaluation and Planning.
71p. 1mf. L1 ED 250 047

Measuring Community College Learner Outcomes: State-of-the-Art. Improving Community College Evaluation and Planning: Project Working Paper Number Ten.
91p. 1mf. L1 ED 250 041

The Jefferson County Effective Schools Project: Description and Analysis of Outcomes.
34p. 1mf. L1 ED 249 651

Outreach Programs

External Facilitators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School Improvement.
30p. 1mf. L1 ED 249 656

Overpopulation

Population Growth and Economic and Social Development.
11p. 1mf. L1 ED 250 234

Pacing

Comparison between Paced Package and Home Study Courses with Respect to Completion Data. REDEAL Research Report #11. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.
13p. 1mf. L1 ED 249 347

Pakistan

Challenge for Third-World Education: Changing Male/Female Literacy in Pakistan.
23p. 1mf. L1 ED 249 469

Paradox

Differential Effectiveness of Theoretical Accounts for Paradox.
8p. 1mf. L1 ED 249 427

Paragraph Composition

Guide to Expository Writing.
97p. 2mf. L1 ED 249 518

Teaching Conceptual Paragraphs in EST Courses: A Practical Technique.
12p. 1mf. L1 ED 249 766

Paraguay

U.S. Aid to Education in Paraguay: The Rural Education Development Project. A.I.D. Project Impact Evaluation Report No. 46.
116p. 2mf. L1 ED 250 138

Parent as a Teacher

The Parent as an Informal Teacher. Unit for Child Studies. Selected Papers Number 21.
13p. 1mf. L1 ED 250 089

Parent Attitudes

66p. 1mf. L1 ED 249 390

Home Economics Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
53[illegible]p. 6mf. L1 ED 249 391

Hospitality and Recreation Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
402p. 5mf. L1 ED 249 394

Industrial Communications Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
76p. 1mf. L1 ED 249 389

Manufacturing Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
139p. 2mf. L1 ED 249 387

Marine Science Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
52p. 1mf. L1 ED 249 384

Marketing and Distribution Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
422p. 5mf. L1 ED 249 393

Personal Service Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
83p. 1mf. L1 ED 249 385

Public Service Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 392

Transportation Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
107p. 2mf. L1 ED 249 383

Practice Profiles

The Practice Profile: An All Purpose Tool for Program Communication, Staff Development, Evaluation and Improvement.
18p. 1mf. L1 ED 249 657

Preadolescents

Middle Childhood. Skills Essential to Learning Television Project: Working Paper.
23p. 1mf. L1 ED 249 977

Precision Teaching

Computer Aided Implementation of Precision Teaching.
27p. 1mf. L1 ED 249 676

Prediction

Attrition from an Adolescent Addiction Treatment Program: A Cross Validation.
15p. 1mf. L1 ED 249 444

Bringing Rural Sociology Back In: Critical Theory and Rural Policy.
30p. 1mf. L1 ED 250 142

Handbook for Conducting Future Studies in Education.
50p. 1mf. L1 ED 249 646

Look at the Future from the College Union and Activities

27p. 1mf. L1 ED 250 367
Multi-Dimensional Approach for Assessing Implementation Success.
R&D Report No. 3157.
32p. 1mf. L1 ED 250 328
NAFSA Self-Study Guide: A Guide for the Self-Assessment of
Programs and Services with International Educational Exchange at
Postsecondary Institutions.
50p. 1mf. L2 ED 249 847
Native Indian Language Education to the Victoria--Saanich Region:
An Evaluation Report.
192p. 2mf. L1 ED 250 341
Program Evaluation for Effective Special Education. Research &
Resources on Special Education: Issue IV.
23p. 1mf. L1 ED 249 724
Regional and National Voluntary Accreditation. "The Place and
Appropriate Future of National Accreditation.
21p. 1mf. L1 ED 250 309
Report of the Evaluation of the Race/Human Relations Program.
Student and Staff Program and Long Range Goals. Baseline Year
1982-83. Evaluation Services Department Report No. 348.
502p. 6mf. L1 ED 250 326
Roots and Wings, Volumes I and II. Parent-to-Parent Dissemination,
Phases I and II.
515p. 6mf. L2 ED 250 064
Staff Performance Evaluation Program at the McGill University
Libraries: A Program Description of a Goals-Based Performance
Evaluation Process with Accompanying Supervisor's Manual.
48p. 1mf. L1 ED 249 986
The Chapel Island Education Evaluation Report. Mi'kmaway School.
The Micmac Way.
193p. 3mf. L1 ED 250 323
The Mesa Unified School District Advanced Placement
Program--Perspectives of Former Students. Research Report 52.
62p. 1mf. L1 ED 250 366
The Need to Evaluate Special Education Programs Serving Bilingual
Students.
19p. 1mf. L1 ED 249 679
The Practice Profile: An All Purpose Tool for Program
Communication, Staff Development, Evaluation and Improvement.
18p. 1mf. L1 ED 249 657
U.S. Aid to Education in Paraguay: The Rural Education Development
Project. A.I.D. Project Impact Evaluation Report No. 46.
116p. 2mf. L1 ED 250 138

Program Implementation

An Investigation of the Implementation and Effects of a Full-Time
Mainstreaming Program in a Large Urban School System.
59p. 1mf. L1 ED 249 739
Cooperative Small-Group Learning.
7p. 1mf. L2 ED 249 625

Reading Programs

Curriculum Evaluation and Change in Reading: Soaring to New Horizons.
15p. 1mf. L2 ED 249 480

Evaluation of the Chicago Mastery Learning Reading Program.
52p. 1mf. L1 ED 249 477

Manual for a Summer Reading Program.
75p. 1mf. L1 ED 249 997

Reading Research

Children's Sense of Genre: A Study of Performance on Parallel Reading and Writing Tasks.
42p. 1mf. L1 ED 249 474

Comparison of Three Reading Tests for Determining Reading Grade Level of Navy Recruits.
17p. 1mf. L1 ED 249 481

Informal Assessment in Reading: Group vs. Individual.
12p. 1mf. L1 ED 249 482

Is the Emergent Reading Level a Useful Concept for Chapter I, Low SES Students?
11p. 1mf. L1 ED 249 462

The Origins of Fiction.
25p. 1mf. L1 ED 249 506

Word on Final Words.
19p. 1mf. L1 ED 249 467

Reading Skills

Accelerating Reading and Comprehension in Poverty-Level Preschoolers Using a Synthetic Phonics Program.
89p. 1mf. L1 ED 250 076

Learning to Read English as a Second Language: Effects of First Language Script System and Cultural/Educational Background.
19p. 1mf. L1 ED 249 759

Pickles Will Kill You: Use Humor to Teach Critical Reading Abilities.
19p. 1mf. L1 ED 249 478

Reading in Secondary Mathematics: Problems, Suggestions, Sources.
121p. 2mf. L1 ED 249 466

The Coast Guard's CAI Approach to Basic Math and Reading Skills.
22p. 1mf. L1 ED 249 365

The Reading Skills of Home Economics: Problems and Selected References.
13p. 1mf. L1 ED 249 476

Reading Strategies

Reading in Secondary Mathematics: Problems, Suggestions, Sources.
121p. 2mf. L1 ED 249 466

Reading Tests

Comparison of Three Reading Tests for Determining Reading Grade Level of Navy Recruits.
17p. 1mf. L1 ED 249 481

Informal Assessment in Reading: Group vs. Individual.

Retailing. Instructor's Guide Sheets and Instructor's Package, Modules R 1-45. Competency-Based Education.
853p. 9mf. L1 ED 249 374

San Diego Unified School District CA

Evaluation Report of the Survey of the District English Language Program. No. 337.
147p. 2mf. L1 ED 250 325

Report of the Evaluation of the Race/Human Relations Program. Student and Staff Program and Long Range Goals. Baseline Year 1982-83. Evaluation Services Department Report No. 348.
502p. 6mf. L1 ED 250 326

Testing Results for Minority Isolated Schools. Evaluation Services Department Report No. 350.
323p. 4mf. L1 ED 250 329

San Ysidro Elementary School District CA

Getting to Know You...All about You: Preschool Orientation Manual.
26p. 1mf. L1 ED 250 110

Preschool Staff Handbook.
53p. 1mf. L1 ED 250 112

Sanitation

Environmental Control Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
66p. 1mf. L1 ED 249 390

Satellites (Aerospace)

To Preserve the Sense of Earth from Space. A Report of the Panel on the Information Policy Implications of Archiving Satellite Data, regarding the Archiving Requirements of the Proposed Transfer to the Private Section of the U. S. Civil Space Remote-Sensing Satellite Systems.
63p. 1mf. L1 ED 250 173

Scaffolding

Literacy Instruction in American Schools: Problems and Perspectives.
54p. 1mf. L1 ED 249 475

Scaling

Measurement Scales and Standard Systems in Psychology.
9p. 1mf. L1 ED 250 398

Schemata (Cognition)

An Analysis of the Interaction between Students' Epistemological Assumptions and the Composing Process.
16p. 1mf. L1 ED 249 503

Schemas and Symbolic Politics: The Cases of Racial and Gender Equality.
73p. 1mf. L1 ED 250 251

Schizophrenia

Explorations in High-Risk Stimulation: Two Modalities in Mothering.
17p. 1mf. L1 ED 249 715

School Accounting

Self Concept

Adolescent Thinking: Self-Concept, Relationships and Punk. Unit for Child Studies. Selected Papers Number 28.
19p. 1mf. L1 ED 250 096

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.
22p. 1mf. L1 ED 250 197

Do Babies Think? How Do Babies Think? Unit for Child Studies. Selected Papers Number 23.
22p. 1mf. L1 ED 250 091

Guide to Building Self-Esteem through Writing.
58p. 1mf. L1 ED 249 511

Math/Science Self-Schemas and Curriculum Choices among University Women.
22p. 1mf. L1 ED 250 194

Self Concept and Self Esteem: Infancy to Adolescence. A Cognitive Developmental Outline with Some Reference to Behaviour and Health Effects. Unit for Child Studies. Selected Papers Number 27.
23p. 1mf. L1 ED 250 095

Self-Concept and Reading. Second Edition.
36p. 1mf. L1 ED 249 468

The Relationship between Racial Identity Attitudes and Socioeconomic Status.
19p. 1mf. L1 ED 250 423

The Toddler and the Pre-Schooler. Unit for Child Studies. Selected Papers Number 29.
23p. 1mf. L1 ED 250 097

Self Concept Measures

Self-Concept and Reading. Second Edition.
36p. 1mf. L1 ED 249 468

The Florida KEY: An Instrument to Infer Student Self-Concept as Learner in Grades One through Six. Manual.
26p. 1mf. L1 ED 250 396

Self Control

Effects of Self-Control and Thinking Tools Training on Academic Performance of Undergraduate Venezuelan Students.
20p. 1mf. L1 ED 250 346

Self Controlled Interactive Learning System

Cost-Benefit Analysis of SCILS for Early Childhood Training in Academic Achievement. Report 1977-78.
140p. 2mf. L1 ED 250 065

Self Disclosure (Individuals)

Physiological-Cognitive-Emotional Responses to Defense-Arousing Communication: Overview and Sex Differences.
29p. 1mf. L1 ED 249 558

Self Efficacy

Relationship between Actual Performance and Perceived Performance across the Life Span.
13p. 1mf. L1 ED 249 449

Space Sciences

To Preserve the Sense of Earth from Space. A Report of the Panel on the Information Policy Implications of Archiving Satellite Data, regarding the Archiving Requirements of the Proposed Transfer to the Private Section of the U. S. Civil Space Remote-Sensing Satellite Systems.
63p. 1mf. L1 ED 250 173

Space Utilization

An Atlas of Illinois State University Affairs.
44p. 1mf. L1 ED 250 255

Spain

Spain: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
32p. 1mf. L2 ED 249 898

Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States.
138p. 2mf. L2 ED 249 899

Spanish

Spanish: Familiarization and Short-Term Training.
567p. 6mf. L1 ED 249 792

Spanish Speaking

Seward Park High School Project Superemos, 1982-1983. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 429

Study of the Effects of English-Medium Education on Initially Monoglot Spanish-Speaking Gibraltarian Children.
108p. 2mf. L1 ED 249 797

Spatial Ability

Improving Female Mathematics Achievement.
44p. 1mf. L1 ED 250 198

Spatial Performance, Cognitive Representation, and Cerebral Processes. Final Report.
23p. 1mf. L1 ED 250 375

The Role of Prior Knowledge and Strategy-Shifting in Spatial Ability.
11p. 1mf. L1 ED 250 319

Verbal Deficit in Learning Disabilities: Electrophysiological Evidence for Visuospatial Processing Predominance.
16p. 1mf. L1 ED 249 682

Spatial Relationship (Facilities)

An Atlas of Illinois State University Affairs.
44p. 1mf. L1 ED 250 255

Speaking Thinking Relationship

Using Oral Communication in the Regular Curriculum.
10p. 1mf. L1 ED 249 550

Special Education

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.

Fall, 1983. Volume XIII, No. 2.
34p. 1mf. L1 ED 250 033

Teachers' Perceptions of Their Students, Schools and Community. Research Report.
54p. 1mf. L1 ED 250 340

Telecourses and Learning Laboratory Utilization: A Survey to Identify the Learner Population and Their Utilization Patterns for Long Range Planning.
24p. 1mf. L1 ED 249 835

The Three Ring Conception of Giftedness: A Developmental Model for Creative Productivity.
71p. 1mf. L1 ED 249 728

Student College Relationship

Free Speech at Berkeley: "University as Factory," An Argument from Analogy.
18p. 1mf. L1 ED 249 546

Minority Students at the University of Wisconsin-Milwaukee: Who Are They and How Are They Doing?
25p. 1mf. L1 ED 249 828

Student Costs

Education Vouchers. Fastback 210.
44p. 1mf. L1 ED 249 629

Meeting the Costs of Attending College. A Staff Analysis of the Demographic Characteristics and Financial Circumstances of California Undergraduates. Commission Report 84-15.
104p. 2mf. L1 ED 249 875

The Costs of Higher Education to the Student and to the State at the Public Senior Colleges and Universities in South Carolina. A Study Submitted to the 1984 South Carolina General Assembly.
45p. 1mf. L1 ED 249 904

Student Developed Materials

Student-to-Student: "Welcome to Georgetown."
24p. 1mf. L1 ED 249 769

Student Development

College of Saint Teresa: Design for Choicemakers. An Operations Manual for Faculty and Staff.
235p. 3mf. L1 ED 249 905

Leisure as a Campus Developmental Resource: Two Perspectives on the Future.
19p. 1mf. L1 ED 249 434

Parental Feedback in the Evaluation of a Camp for Disadvantaged Children: The Camp Limberlost Project.
21p. 1mf. L1 ED 250 141

Strategies for Implementing Advising Programs.
51p. 1mf. L1 ED 250 023

Student Educational Objectives

First-Time Student Questionnaire: An Attempt to Identify Those Applicants Most Likely Not to Register.
11p. 1mf. L1 ED 250 020

164p. 2mf. L1 ED 250 062

Develop a Personal Philosophy Concerning Vocational Student Organizations. Second Edition. Module H-1 of Category H--Vocational Student Organization. Professional Teacher Education Module Series.

33p. 1mf. L1 ED 249 373

Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.

66p. 1mf. L1 ED 250 168

In the Middle: Perspectives on Transescence and Middle School Education.

50p. 1mf. L1 ED 250 078

Inducting Student Teachers: The Role of the Secondary School Principal.

19p. 1mf. L1 ED 249 617

Integrated Science Education Worldwide. International Conference (Nijmegen, Netherlands, March 28-April 7, 1978).

129p. 2mf. L1 ED 250 181

Investigation of Problems of Implementing Curriculum in Primary Schools in Somalia. African Studies in Curriculum Development & Evaluation.

34p. 1mf. L1 ED 250 167

More Talks with Teachers.

94p. 1mf. L1 ED 250 099

Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.

89p. 1mf. L2 ED 250 083

Serving Exceptional Children in Rural America: The One Room School House Revisited.

14p. 1mf. L1 ED 249 711

Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.

63p. 1mf. L2 ED 250 082

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (San Francisco, California, October 22-23, 1984).

142p. 2mf. L1 ED 250 312

The Flexible Use of Computers in Classrooms. Technical Report No. 6.

11p. 1mf. L1 ED 249 926

The Implications of Modern Approaches to Language for Teacher Training.

9p. 1mf. L1 ED 249 811

Teacher Education Curriculum

Recent Reports on Education: Some Implications for Preparing Teachers.

18p. 1mf. L1 ED 250 303

The Relationship between Test Anxiety and Person Fit Measures.
28p. 1mf. L1 ED 250 370

The Test Anxiety Scale: A Factor Analysis.
13p. 1mf. L1 ED 250 337

Test Anxiety Inventory (Spielberger)

The Measurement of Test Anxiety.
38p. 1mf. L1 ED 250 336

Test Anxiety Scale (Sarason)

The Test Anxiety Scale: A Factor Analysis.
13p. 1mf. L1 ED 250 337

Test Bias

Formal Language Assessment of Handicapped and Nonhandicapped Black Children.
37p. 1mf. L1 ED 250 348

Sex Bias in ASAT? ACER Research Monograph No. 24.
164p. 2mf. L2 ED 250 373

Test Construction

Competency Based Certification of School Administrators: The Georgia Experience.
22p. 1mf. L1 ED 249 637

Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Ornamental Horticulture Component. A Report of Research.
43p. 1mf. L1 ED 249 355

Development and Verification of Instructionally Sensitive Achievement Tests.
30p. 1mf. L1 ED 250 387

Learner Outcomes Handbook. Improving Community College Evaluation and Planning.
71p. 1mf. L1 ED 250 047

What Should the GED Tests Measure?: Some Proposed Changes.
66p. 1mf. L1 ED 249 367

Writing a Writing Assessment: Saying What You Want to Say Isn't as Simple as It Seems.
54p. 1mf. L1 ED 249 507

Test Format

Analysis of Score Change Patterns of Examinees Repeating the Graduate Record Examinations General Test.
49p. 1mf. L1 ED 250 331

General Model for the Homogeneous Case of the Continuous Response.
205p. 3mf. L1 ED 250 350

What Should the GED Tests Measure?: Some Proposed Changes.
66p. 1mf. L1 ED 249 367

Writing a Writing Assessment: Saying What You Want to Say Isn't as Simple as It Seems.
54p. 1mf. L1 ED 249 507

Test Interpretation

Formal Language Assessment of Handicapped and Nonhandicapped Black Children.

The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.
132p. 2mf. L1 ED 250 154

Transfer Education: California Community Colleges.
110p. 2mf. L1 ED 250 025

Academic Advising

Academic Advising: Images of a Profession.
9p. 1mf. L1 ED 249 826

Academic Counseling for Adults in Transition to High-Tech Careers.
28p. 1mf. L1 ED 249 371

Beyond Change: Managing the Multifaceted Role of the Academic Advisor. Proceedings of the National Conference on Academic Advising (7th, St. Louis, Missouri, October 23-26, 1983).
157p. 2mf. L2 ED 249 878

Integrated Programs Sequenced to Enrich the Cognitive and Affective Skills of Minority Students Seeking Health Professional Training.
7p. 1mf. L1 ED 249 872

Strategies for Implementing Advising Programs.
51p. 1mf. L1 ED 250 023

The Many Sides of Undergraduate Advisors.
10p. 1mf. L1 ED 249 915

Academic Aspiration

Accessibility to Ontario Universities.
119p. 2mf. L1 ED 249 876

Academic Forgiveness

Restarting Voluntary Leave and Academically Dismissed Students.
11p. 1mf. L1 ED 249 858

Academic Freedom

Students Are Also Citizens: First Amendment Rights of Students. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
48p. 1mf. L2 ED 250 262

Academic Libraries

Libraries and Archives: Critical Distinctions, Mutual Concerns, and the Need for Increased Cooperation.
16p. 1mf. L1 ED 250 011

OCLC Public Access Terminals in Small and Medium-Sized Libraries. Illinois Valley Library System OCLC Experimental Project, Report No. 6.
91p. 1mf. L1 ED 250 004

Quantitative Criteria for Academic Research Libraries.
142p. 2mf. L2 ED 249 988

SUNY Community College Learning Resources Professional Staff Status and Salary Survey, 1983-84.
28p. 1mf. L1 ED 249 917

Academic Persistence

Evaluation of the Special Services for Disadvantaged Students

Health Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 375

Health Services: Clinical. Dietary Aide. Instructor's Manual. Competency-Based Education.
101p. 2mf. L1 ED 249 377

Health Services: Clinical. Medical Laboratory Aide. Instructor's Manual. Competency-Based Education.
114p. 2mf. L1 ED 249 378

Health Services: Clinical. Pharmacy Aide. Instructor's Manual. Competency-Based Education.
82p. 1mf. L1 ED 249 376

Health Services: Clinical. Respiratory Therapy Aide. Instructor's Manual. Competency-Based Education.
123p. 2mf. L1 ED 249 379

Traditional and Nontraditional Educational Elements Using Telecommunications.
15p. 1mf. L1 ED 249 361

Alternatives to Suspension

Utilizing the IEP: Florida's Answer to the Exclusion of Behaviorally Disordered Students.
23p. 1mf. L1 ED 249 669

American College Testing Program

The ACT Assessment: Implications of Recent Research.
23p. 1mf. L1 ED 250 330

American Indian Culture

Dinetah: Navajo History. Volume II.
187p. 2mf. L1 ED 250 143

Studies in American Indian Literature: Critical Essays and Course Designs.
p. 84mf. L3 ED 249 528

American Indian Education

American Indian/Alaska Native Education: Quality in the Classroom.
90p. 1mf. L2 ED 250 137

Contemporary Issues Reader One: A Humanistic View of Diversity and Commonality in the Tribal and American Indian Community.
75p. 1mf. L2 ED 250 119

Indian Resource Development. Annual Report, 1983-1984.
62p. 1mf. L1 ED 250 122

Research: A Report of the Planning and Research Branch.
76p. 1mf. L1 ED 250 133

The Chapel Island Education Evaluation Report. Mi'kmaway School. The Micmac Way.
193p. 3mf. L1 ED 250 323

The Indian Education Amendments of 1984. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 5190 (April 9, 1984).

State University (Montgomery, Alabama, April 12-13, 1984).
49p. 1mf. L1 ED 250 378

Blackfeet (Tribe)

Heart Butte: A Blackfeet Indian Community = Moisskitsipahpiistaki Siksikaiitsitapi Ohkanopissini.
24p. 1mf. L1 ED 250 115

Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
33p. 1mf. L1 ED 250 114

Blackfeet Indian Reservation

Heart Butte: A Blackfeet Indian Community = Moisskitsipahpiistaki Siksikaiitsitapi Ohkanopissini.
24p. 1mf. L1 ED 250 115

Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
33p. 1mf. L1 ED 250 114

Blacks

South Africa/Time Running Out.
65p. 1mf. L2 ED 250 247

To Be Old, Gifted, and Black...Untapped Resources.
17p. 1mf. L1 ED 249 424

Blindness

Teaching English as a Foreign Language to the Visually Handicapped.
10p. 1mf. L1 ED 249 808

Board of Education Policy

Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.
51p. 1mf. L1 ED 250 421

Focus on Reform: State Action to Improve Schooling in Illinois. Annual Report.
36p. 1mf. L1 ED 250 414

Secondary Student Progress Plan.
36p. 1mf. L1 ED 249 626

The Creative Cost Management Strategies of Two School Districts.
54p. 1mf. L1 ED 249 663

Turning the Tide. Attendance: Policies and Guidelines.
82p. 1mf. L1 ED 250 426

Turning the Tide. Discipline: Policies and Guidelines.
112p. 2mf. L1 ED 250 425

Boards of Education

Action Goals of the Utah State Board of Education, Commencing in 1984.
14p. 1mf. L1 ED 249 642

Managing Controversial Meetings.
10p. 1mf. L1 ED 249 665

School Board Members' Opinions and Awareness of Legal Parameters concerning School Prayer.
11p. 1mf. L1 ED 249 624

Book Reviews

Church Responsibility

Special Needs of Persons with Handicaps: A Guidebook for Church Leaders.
21p. 1mf. L2 ED 249 685

Church Role

Church-State Separation: Recent Trends and Developments.
35p. 1mf. L1 ED 250 417

Churches

Critical Issues in Elementary and Secondary Education: A Discussion Guide for Christians.
43p. 1mf. L1 ED 249 572

Special Needs of Persons with Handicaps: A Guidebook for Church Leaders.
21p. 1mf. L2 ED 249 685

Citations (References)

Literature Sources in Elementary and Early Childhood Education.
287p. 3mf. L1 ED 250 066

Citizen Participation

Citizen's Notebook for Effective Schools.
373p. 4mf. L1 ED 249 655

Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.
82p. 1mf. L2 ED 250 260

Media for People in Cities: A Study of Community Media in the Urban Context.
242p. 3mf. L2 ED 249 540

Parent Participation in Decision-Making as Perceived by Parents, Teachers, Principals, and Board Members. A Summary Report.
43p. 1mf. L1 ED 249 569

Popular Theatre and Participatory Research. Bosele Tshwaraganang Publications No. 12.
31p. 1mf. L1 ED 250 223

The Costs and Benefits of Openness: Sunshine Laws and Higher Education.
78p. 1mf. L2 ED 249 851

Citizenship Education

Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.
82p. 1mf. L2 ED 250 260

Citizenship and Social Studies. Released Exercises from the 1975-76 Assessment.
667p. 7mf. L1 ED 250 385

Citizenship Education, Global Education, and the Education of Social Studies Teachers.
14p. 1mf. L1 ED 250 256

Reflections of Citizenship Education and Traditional Social Studies Programs.
20p. 1mf. L1 ED 250 257

Voter Information and Education Programs 2: Voter Education

15p. 1mf. L1 ED 249 361

Writing Programs.

21p. 1mf. L2 ED 249 850

College Role

Opinions of Strategic Constituencies Regarding Community College Activities at Maricopa and Central Arizona College.

8p. 1mf. L1 ED 250 038

Reform and Development of Tertiary Education in Europe. Recommendations.

104p. 2mf. L1 ED 249 831

The Modern Idea of the University.

p. 85mf. L3 ED 249 883

The Research on Higher Education Program. Swedish Research on Higher Education, 1984-5.

29p. 1mf. L1 ED 249 832

College School Cooperation

Multifaceted Practical Experiences in Teacher Education Involving Joint Sponsorship of the Schools, Community and Teacher Educators.

21p. 1mf. L1 ED 250 280

College Science

Basic Principles of Sea and Swell. A Programmed Unit of Instruction.

43p. 1mf. L1 ED 250 200

Physical Science in General Education Curriculum Reform.

14p. 1mf. L1 ED 250 171

The Earth's Core: How Does It Work? Perspectives in Science. Number 1.

35p. 1mf. L2 ED 250 199

College Students

Age Group and Sex of Students, Fall 1983, State University of New York.

712p. 8mf. L1 ED 249 880

Analysis of Learning Styles of Nursing Students at University of Central Florida. Curriculum and Program Planning.

49p. 1mf. L1 ED 249 834

Differences in Grade Point Averages of Male and Female College Students Having Different Majors and Piagetian Operational Levels.

12p. 1mf. L1 ED 249 448

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: Final Report.

103p. 2mf. L1 ED 249 853

Factors Associated with the Academic Performance of Marginal Students in an Urban College Setting.

113p. 2mf. L1 ED 249 838

Higher Education in Bulgaria.

117p. 2mf. L1 ED 249 870

Liberal Arts College Learning Skills Program.

32p. 1mf. L1 ED 249 707

Look at Part-Time Undergraduates: Enrollment Trends, Admission

27p. 1mf. L1 ED 249 676

Computers in Composition: A Bibliography of Research and Practice.
2[illegible]p. 1mf. L1 ED 249 499

Educational Software Tools: Designing a Text Editor for Children. Technical Report No. 8.
12p. 1mf. L1 ED 249 928

Guide to Using the Computer in the Writing Process.
58p. 1mf. L1 ED 249 520

Information Management Tools for Classrooms: Exploring Database Management Systems. Technical Report No. 28.
33p. 1mf. L2 ED 249 925

Microcomputers in the Learning Center: Guidelines for Avoiding Costly Mistakes.
15p. 1mf. L1 ED 250 036

Policy Issues in Computer Education. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
44p. 1mf. L1 ED 250 175

Solutions Unlimited: Delphi Study on Policy Issues in the Introduction and Management of Computers in the Classroom. Research Report 90.
94p. 1mf. L1 ED 249 973

Spider World: A Robot Language for Learning to Program. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
29p. 1mf. L1 ED 250 178

Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
26p. 1mf. L1 ED 250 176

The Flexible Use of Computers in Classrooms. Technical Report No. 6.
11p. 1mf. L1 ED 249 926

The PLATO Mathematics Curriculum: An Annotated Bibliography for Use with Mildly Handicapped Students.
19p. 1mf. L1 ED 249 736

The Software Problem.
7p. 1mf. L1 ED 249 597

Use of Microcomputers for School Hearing Screening and Evaluation Records.
9p. 1mf. L1 ED 249 747

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.
19p. 1mf. L1 ED 249 726

What Research Tells Us about Composing and Computing.
22p. 1mf. L1 ED 249 497

Computer Use

Staff Computer Literacy in the Community College: A Resource Inventory and Directory, 1984.
55p. 1mf. L1 ED 250 050

29p. 1mf. L1 ED 250 163

Designing an Integrated Instructional and Assessment System for Critical Thinking Skills.

22p. 1mf. L1 ED 249 589

Establishing Chemical Technology Programs.

23p. 1mf. L1 ED 250 028

Exploring Languages and Cultures--An Exploratory Foreign Language Course. A Guide for Teachers.

181p. 2mf. L1 ED 249 770

FLES Program for Grades 1-3: A Non-Intensive, Non-Foreign Approach.

111p. 2mf. L1 ED 249 774

Gerontology Training for Adult Educators: The Experience of the University of Southern Maine.

32p. 1mf. L1 ED 249 372

Girls into Science and Technology. Final Report.

56p. 1mf. L1 ED 250 203

Integrated Science Education Worldwide. International Conference (Nijmegen, Netherlands, March 28-April 7, 1978).

129p. 2mf. L1 ED 250 181

Making Change Happen: A Case Study of School District Implementation.

128p. 2mf. L1 ED 250 162

Negotiation, Strategies, and Whose Fault Was It Anyway?

10p. 1mf. L1 ED 249 809

Organizing and Delivering Curriculum for Maximum Impact.

19p. 1mf. L1 ED 249 579

Part West High School "At Your Service," 1982-1983. O.E.E. Evaluation Report.

90p. 1mf. L1 ED 250 430

Physical Science in General Education Curriculum Reform.

14p. 1mf. L1 ED 250 171

Prototype Educational Delivery System Using Water Quality Monitoring as a Model.

55p. 1mf. L1 ED 249 351

Rassling with the Bear: The Once and Future Character of Local Curriculum Development.

34p 1mf. L1 ED 249 664

Reflections of Citizenship Education and Traditional Social Studies Programs.

20p. 1mf. L1 ED 250 257

Research in Science Education in the Federal Republic of Germany.

36p. 1mf. L1 ED 250 165

Teacher Participation in Mathematics Curriculum Development and Implementation in Three Northern States of Nigeria.

387p. 5mf. L1 ED 250 151

The California Model Curriculum for Computers in Education.

7p. 1mf. L1 ED 249 599

The Development of a Course of Study Planning Guide for Vocational

54p. 1mf. L1 ED 249 601

Talk to the National School Transportation Association.
27p. 1mf. L1 ED 249 638

Discipline Policy

Positive Disciplinary Project.
20p. 1mf. L1 ED 249 640

Student Management on School Buses.
12p. 1mf. L1 ED 249 608

Survey of MCPS Personnel on Student Behavior and Discipline.
54p. 1mf. L1 ED 249 601

Turning the Tide. Discipline: Policies and Guidelines.
112p. 2mf. L1 ED 250 425

Discipline Problems

Survey of MCPS Personnel on Student Behavior and Discipline.
54p. 1mf. L1 ED 249 601

Discourse Analysis

Coherence and Cognitive Style.
34p. 1mf. L1 ED 249 488

Developmental Issues in the Acquisition of Conjunction.
10p. 1mf. L1 ED 249 779

English Pyramids: Using Hierarchical Diagrams for Communication Activities.
29p. 1mf. L1 ED 249 816

Free Speech at Berkeley: "University as Factory," An Argument from Analogy.
18p. 1mf. L1 ED 249 546

New Relationship: Intercultural Communication and Discourse Analysis.
11p. 1mf. L1 ED 249 559

Political Debate Formats: A State-of-the-Art Review.
47p. 1mf. L1 ED 249 555

Rhetorical Choice in Mansfield's November 25, 1963 Eulogy.
19p. 1mf. L1 ED 249 566

The Development of Discourse Planning Skills in Early and Late Adolescence.
21p. 1mf. L1 ED 249 547

Discourse Modes

Writing Stages: A Developmental Hierarchy.
12p. 1mf. L1 ED 249 496

Discussion (Teaching Technique)

Critical Issues in Elementary and Secondary Education: A Discussion Guide for Christians.
43p. 1mf. L1 ED 249 572

Discussion Groups

The Study Group: Faculty Helping Themselves to Improve Their Instructional Abilities. College Teaching Monograph.
21p. 1mf. L1 ED 249 908

Diseases

Illness in the Family: Old Myths and New Truths! Unit for Child

Educational Legislation

Final Summary of Legislation Affecting Community Colleges, 1983-84 Session.
35p. 1mf. L1 ED 250 031

Spare the Rod: Due Process re School Discipline. Second Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
37p. 1mf. L2 ED 250 267

Students Are Also Citizens: First Amendment Rights of Students. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
48p. 1mf. L2 ED 250 262

Turning the Tide. Discipline: Policies and Guidelines.
112p. 2mf. L1 ED 250 425

Educational Media

Analysis and Review of Courseware Evaluation Strategies.
30p. 1mf. L1 ED 249 936

Communication Planning for Effective Nutrition Programs.
36p. 1mf. L1 ED 249 937

Guidelines to Media Utilization: Lessons from Project Discovery. Research Report 64.
34p. 1mf. L1 ED 249 955

Standards for College and University Learning Resources Programs. AECT Task Force II.
116p. 2mf. L2 ED 249 935

Educational Needs

Basic Principles for the Education of Language-Minority Students: An Overview. 1982 Edition.
38p. 1mf. L2 ED 249 772

Culture and Education in Micronesia.
62p. 1mf. L1 ED 250 253

Developmental Levels and Suggested Learning Activities for the Visually Impaired Preschool Child. A Special Report.
22p. 1mf. L1 ED 249 699

Guidelines for Education of the Gifted.
288p. 3mf. L1 ED 249 718

Humanities and Business: The Twain Shall Meet--But How?
9p. 1mf. L1 ED 250 224

Microcomputer Applications in Education: Now to Next Decade.
8p. 1mf. L1 ED 249 596

PROTEACH: An Extended Preservice Teacher Preparation Program.
11p. 1mf. L1 ED 250 317

Resources Needed for an Excellent Teacher Preparation Program.
26p. 1mf. L1 ED 250 298

The Software Problem.
7p. 1mf. L1 ED 249 597

Educational Objectives

Action Goals of the Utah State Board of Education, Commencing in 1984.

20p. 1mf. L1 ED 250 093

Sleep Problems, Overtiredness and Overanxiety and Frustrating Children: From Birth to Preschool. Unit for Child Studies. Selected Papers Number 24.
16p. 1mf. L1 ED 250 092

The Child in the Divorcing Family. Unit for Child Studies. Selected Papers Number 22.
16p. 1mf. L1 ED 250 090

The Qualitative Construction of Family Histories: The Problem of Multiple Realities and Causality in the Press for Independence.
16p. 1mf. L1 ED 249 678

Emotional Disturbances

Affective Television in the Special Education Environment: The Use of "Inside/Out" with Learning Disabled and Emotionally Handicapped Boys. Research Report 66.
33p. 1mf. L1 ED 249 956

Certifying Special Education Programs for Teacher Education. A Proposal to the Department of Education, State of Kansas, from the Department of Education and Home Economics, Washburn University.
82p. 1mf. L1 ED 249 677

Pasco/Pinellas Multiagency Network for Severely Emotionally Disturbed Students. Report to the State of Florida SED Advisory Board.
132p. 2mf. L1 ED 249 672

Emotional Experience

Adolescent Thinking: Self-Concept, Relationships and Punk. Unit for Child Studies. Selected Papers Number 28.
19p. 1mf. L1 ED 250 096

Children and Loss. Part 1: A Teacher's View: The Child in the Single Parent and Blended Family. Part 2: Helping Children Cope with Loss. Unit for Child Studies. Selected Papers Number 25.
20p. 1mf. L1 ED 250 093

Emotional Response

Impact and Implications of Technological Change on Individuals and Industry.
13p. 1mf. L1 ED 249 440

Multidimensional Scaling of Attachments and Relationship Loss.
19p. 1mf. L1 ED 249 460

Physiological-Cognitive-Emotional Responses to Defense-Arousing Communication: Overview and Sex Differences.
29p. 1mf. L1 ED 249 558

Employed Women

The Impact of Economic Crises on Women's Employment: A Comparison of the Great Depression (1930s) and the Current Crisis (1970s-1980s).
58p. 1mf. L1 ED 250 229

Employee Publications

Without Bias? How Selected Employee Publications Depict the Roles of Women and Men within the Corporate Structure.

Guide to Expository Writing.
97p. 2mf. L1 ED 249 518

Expulsion

Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.
51p. 1mf. L1 ED 250 421

Positive Alternatives to the Disciplinary Exclusion of Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders.
119p. 2mf. L1 ED 249 668

Utilizing the IEP: Florida's Answer to the Exclusion of Behaviorally Disordered Students.
23p. 1mf. L1 ED 249 669

Extended Degree Programs

PROTEACH: An Extended Preservice Teacher Preparation Program.
11p. 1mf. L1 ED 250 317

Restructuring Teacher Education: The University of New Hampshire's Five Year Program.
52p. 1mf. L1 ED 250 310

Extended School Day

Analysis of the Impact of the Seven-Period Day. Revised.
11p. 1mf. L1 ED 249 602

Extracurricular Activities

Look at the Future from the College Union and Activities Perspective.
6p. 1mf. L1 ED 249 840

Facilities

Summary and Analysis of Hearing on "Improving the Research Infrastructure at U.S. Universities and Colleges." Report to the Committee on Science and Technology, U.S. House of Representatives, Ninety Eighth Congress, Second Session.
22p. 1mf. L1 ED 250 206

Factor Analysis

Quantitative Criteria for Academic Research Librarie.
142p. 2mf. L2 ED 249 988

Factor Structure

The Test Anxiety Scale: A Factor Analysis.
13p. 1mf. L1 ED 250 337

Faculty Advisers

Academic Advising: Images of a Profession.
9p. 1mf. L1 ED 249 826

Beyond Change: Managing the Multifaceted Role of the Academic Advisor. Proceedings of the National Conference on Academic Advising (7th, St. Louis, Missouri, October 23-26, 1983).
157p. 2mf. L2 ED 249 878

Strategies for Implementing Advising Programs.
51p. 1mf. L1 ED 250 023

The Many Sides of Undergraduate Advisors.

Volta, Zaire. A Guide to the Academic Placement of Students from These Countries in Academic Institutions of the United States.
20p. 1mf. L2 ED 249 900

Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
268p. 3mf. L2 ED 249 897

Spain: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
32p. 1mf. L2 ED 249 898

Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States.
138p. 2mf. L2 ED 249 899

Student-to-Student: "Welcome to Georgetown."
24p. 1mf. L1 ED 249 769

Switzerland: A Study of the Educational System of Switzerland and a Guide to the Academic Placement of Students from Switzerland in Educational Institutions of the United States.
145p. 2mf. L2 ED 249 901

Thailand: A Study of the Educational System of Thailand and a Guide to the Academic Placement of Students from Thailand in Educational Institutions of the United States.
131p. 2mf. L2 ED 249 902

The Admission and Academic Placement of Students from: Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic.
129p. 2mf. L2 ED 249 848

The Commonwealth Caribbean: A Study of the Educational System of the Commonwealth Caribbean and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
249p. 3mf. L2 ED 249 886

The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part III).
165p. 2mf. L2 ED 249 846

The Netherlands: A Study of the Educational System of the Netherlands and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
206p. 3mf. L2 ED 249 893

United Kingdom: Medical Laboratory Science, Occupational Therapy, Physiotherapy. A Study of These Programs and a Guide to the Academic Placement of Students from These Programs in Educational Institutions of the United States.
195p. 3mf. L2 ED 249 903

Forensic Coaches

The Use of Part-Time Faculty in Forensics.
13p. 1mf. L1 ED 249 567

Form Classes (Languages)

136p. 2mf. L2 ED 249 896

Selected French Speaking Sub-Saharan African Countries: Burundi, Cameroon (Eastern), Chad, Congo (Brazzaville), Dahomey, Gabon, Ivory Coast, Mali, Mauritania, Niger, Rwanda, Senegal, Togo, Upper Volta, Zaire. A Guide to the Academic Placement of Students from These Countries in Academic Institutions of the United States.

20p. 1mf. L2 ED 249 900

Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.

268p. 3mf. L2 ED 249 897

Spain: A Guide to the Academic Placement of Students in Educational Institutions of the United States.

32p. 1mf. L2 ED 249 898

Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States.

138p. 2mf. L2 ED 249 899

Switzerland: A Study of the Educational System of Switzerland and a Guide to the Academic Placement of Students from Switzerland in Educational Institutions of the United States.

145p. 2mf. L2 ED 249 901

Thailand: A Study of the Educational System of Thailand and a Guide to the Academic Placement of Students from Thailand in Educational Institutions of the United States.

131p. 2mf. L2 ED 249 902

The Compleat University: Break from Tradition in Germany, Sweden and the U.S.A.

p. 32mf. L3 ED 249 821

The Current Provision for Further and Higher Education in Wales. Coombe Lodge Working Paper. Information Bank Number 1627.

14p. 1mf. L1 ED 249 857

The Higher Education System in Israel: Guidelines on the Development of the System and Its Planning for 1988 with a First Glance at 1995.

109p. 2mf. L1 ED 249 830

The Modern Idea of the University.

p. 85mf. L3 ED 249 883

The Research on Higher Education Program. Swedish Research on Higher Education, 1984-5.

29p. 1mf. L1 ED 249 832

Transition or Transformation? Annual Report of the Executive Director of the Commission on Higher Education, 1983-84.

9p. 1mf. L1 ED 249 839

Hispanic American Literature

Three American Literatures: Essays in Chicano, Native American, and Asian-American Literature for Teachers of American Literature.

Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
26p. 1mf. L1 ED 250 176

Instructional Development

Improving Instruction with School-Site Support Teams.
12p. 1mf. L1 ED 249 594

Organizing and Delivering Curriculum for Maximum Impact.
19p. 1mf. L1 ED 249 579

Instructional Effectiveness

Trade-offs: What the Research Is Saying.
27p. 1mf. L1 ED 249 968

Instructional Films

An Analysis of Films on the U.S. Constitution. Research Report 85.
22p. 1mf. L1 ED 249 970

Status of Social Studies Teaching: Practices in Secondary Schools. Research Report 79.
77p. 1mf. L1 ED 249 966

Instructional Improvement

Emulation and Replication as a Scenario for Successful School Improvement.
13p. 1mf. L1 ED 249 660

Improving Instruction with School-Site Support Teams.
12p. 1mf. L1 ED 249 594

Issues for School Improvement.
14p. 1mf. L1 ED 249 581

Organizing and Delivering Curriculum for Maximum Impact.
19p. 1mf. L1 ED 249 579

Report on the Results of the May 1984 Survey of Northwestern High School Students and a Comparison of Survey Results for the Last Three Years.
87p. 1mf. L1 ED 250 400

Seven Ways to Improve Spelling Instruction.
14p. 1mf. L1 ED 249 509

Some Reasons for a Need to Change the Approach to Trigonometry Instruction and a Proposal for Change.
20p. 1mf. L1 ED 250 027

Steps toward Promoting Cognitive Achievements.
22p. 1mf. L1 ED 249 583

Strategies for Effective School Improvement Programs.
7p. 1mf. L1 ED 249 5[illegible]8

The Testing Issue. Proceedings of a Conference Held at Alabama State University (Montgomery, Alabama, April 12-13, 1984).
49p. 1mf. L1 ED 250 378

Instructional Innovation

Emulation and Replication as a Scenario for Successful School Improvement.
13p. 1mf. L1 ED 249 660

The Significance of "Problem-Posing" Teaching in a Democratic

of Six Action-Research Projects.
191p. 2mf. L2 ED 250 145

Language Styles

Differentiation and Development in Children's Event Narratives.
9p. 1mf. L1 ED 249 786

Rhetorical Choice in Mansfield's November 25, 1963 Eulogy.
19p. 1mf. L1 ED 249 566

The Effect of Differing Participant Structures on the Speech of Children Acquiring English as a Second Language.
9p. 1mf. L1 ED 249 782

Language Teachers

The Implications of Modern Approaches to Language for Teacher Training.
9p. 1mf. L1 ED 249 811

The Missing Link in ESL Teacher Training.
15p. 1mf. L1 ED 249 813

Language Tests

Communicative Competence Approaches to Language Proficiency Assessment: Research and Application. Multilingual Matters 9.
170p. 2mf. L1 ED 249 793

Formal Language Assessment of Handicapped and Nonhandicapped Black Children.
37p. 1mf. L1 ED 250 348

Oral Testing.
18p. 1mf. L1 ED 249 812

Retrospective Evaluation of Testing in ESL Content and Skills Courses.
22p. 1mf. L1 ED 249 815

Using Proficiency Rating Scales with High School Foreign Language Learners.
18p. 1mf. L1 ED 249 767

Language Usage

Language Learning and the Practical Use of Language in School.
31p. 1mf. L2 ED 249 533

Orwell and Language Study.
64p. 1mf. L2 ED 249 524

Rhetorical Choice in Mansfield's November 25, 1963 Eulogy.
19p. 1mf. L1 ED 249 566

Latchkey Children

Current Topics in Early Childhood Education. Volume V.
p. 34mf. L3 ED 250 101

Latent Trait Theory

An Introduction to Multilinear Formula Score Theory. Measurement Series 84-4.
68p. 1mf. L1 ED 250 358

General Model for the Homogeneous Case of the Continuous Response.
205p. 3mf. L1 ED 250 350

Improved Estimation Procedures for Item Response Functions. Final Report on Project NR150-464. Research Report 84-2.

216.

48p. 1mf. L1 ED 250 277

Heart Butte: A Blackfeet Indian Community = Moisskitsipahpiistaki Siksikaiitsitapi Ohkanopissini.

24p. 1mf. L1 ED 250 115

Lifelong Learning

Lifelong Education in University Life in the Arab Countries: The Qatar University Experience.

29p. 1mf. L1 ED 249 820

Limited English Speaking

Basic Principles for the Education of Language-Minority Students: An Overview. 1982 Edition.

38p. 1mf. L2 ED 249 772

Schooling and Language Minority Students: A Theoretical Framework.

227p. 3mf. L1 ED 249 773

Selecting Computer Software for Limited English Speakers.

7p. 1mf. L1 ED 250 412

The Bilingual Program in Auxiliary Services for High Schools, 1982-1983. O.E.E. Evaluation Report.

110p. 2mf. L1 ED 250 434

The Need to Evaluate Special Education Programs Serving Bilingual Students.

19p. 1mf. L1 ED 249 679

Limnology

Marine Science Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

52p. 1mf. L1 ED 249 384

Linguistic Theory

Semantically-Based Child Grammars: Some Empirical Inadequacies.

9p. 1mf. L1 ED 249 785

The Implications of Modern Approaches to Language for Teacher Training.

9p. 1mf. L1 ED 249 811

Understanding English Modals through Space Grammar.

26p. 1mf. L1 ED 249 794

Unearthing Grounds: Some Studies of Metaphor Comprehension.

25p. 1mf. L1 ED 249 817

Linking Agents

Coordinating Assistance in School Improvement Efforts: Issues to Consider.

13p. 1mf. L1 ED 249 658

External Facilitators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School Improvement.

30p. 1mf. L1 ED 249 656

Listening

Guide to Integrating Language Arts.

52p. 1mf. L1 ED 249 512

Listening Comprehension

Without Bias? How Selected Employee Publications Depict the Roles of Women and Men within the Corporate Structure.
40p. 1mf. L2 ED 249 485

Media Responsibility

Parental Discretion Advised: Televised Warning Statements and Parental Attitudes.
18p. 1mf. L1 ED 249 564

Media Role

Media for People in Cities: A Study of Community Media in the Urban Context.
242p. 3mf. L2 ED 249 540

Media Selection

Classroom Software for the Information Age. Technical Report No. 23.
12p. 1mf. L1 ED 249 933

Microcomputers in the Learning Center: Guidelines for Avoiding Costly Mistakes.
15p. 1mf. L1 ED 250 036

Media Specialists

Standards for College and University Learning Resources Programs. AECT Task Force II.
116p. 2mf. L2 ED 249 935

Media Use

An Empirical Investigation of Media Program Preferences and Tastes.
21p. 1mf. L1 ED 249 543

Television and Its News: A Discrepancy Examination.
26p. 1mf. L1 ED 249 553

Mediation Theory

Application of Feuerstein's Mediated Learning Construct to Deaf Persons.
15p. 1mf. L1 ED 249 743

Learning Characteristics of Gifted Youths: Precocious Strategy Use.
21p. 1mf. L1 ED 249 690

Learning Potential Assessment for Preschool Children. Final Report.
55p. 1mf. L1 ED 249 667

Medical Assistants

Health Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 375

Health Services: Clinical. Pharmacy Aide. Instructor's Manual. Competency-Based Education.
82p. 1mf. L1 ED 249 376

Health Services: Clinical. Radiographic Aide. Instructor's Manual. Competency-Based Education.
70p. 1mf. L1 ED 249 380

Health Services: Clinical. Respiratory Therapy Aide. Instructor's

Agriculture in New York State: A Preliminary Report.
41p. 1mf. L1 ED 250 129

Contemporary Issues Reader One: A Humanistic View of Diversity and Commonality in the Tribal and American Indian Community.
75p. 1mf. L2 ED 250 119

Curriculum Evaluation and Change in Reading: Soaring to New Horizons.
15p. 1mf. L2 ED 249 480

Information Requirements of University Faculty. An Investigation into the Information Needs, Habits, and Attitudes of the Faculty of George Peabody College for Teachers of Vanderbilt University.
186p. 2mf. L1 ED 249 987

Solutions Unlimited: Delphi Study on Policy Issues in the Introduction and Management of Computers in the Classroom. Research Report 90.
94p. 1mf. L1 ED 249 973

Negotiation Processes

Negotiation, Strategies, and Whose Fault Was It Anyway?
10p. 1mf. L1 ED 249 809

Netherlands

The Netherlands: A Study of the Educational System of the Netherlands and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
200p. 3mf. L2 ED 249 893

Neurological Impairments

The Use of Event-Related Brain Potentials to Measure Cognitive Processing Deficits in the Brain-Injured.
22p. 1mf. L1 ED 250 353

Neurological Organization

Framework for Relating Cognitive to Neural Systems. Cognitive Science Program, Technical Report No. 84-2.
44p. 1mf. L1 ED 250 349

Hemispheric Specialization and Implications for Education of the Hearing Impaired.
18p. 1mf. L1 ED 249 753

Spatial Performance, Cognitive Representation, and Cerebral Processes. Final Report.
23p. 1mf. L1 ED 250 375

Neuropsychology

Framework for Relating Cognitive to Neural Systems. Cognitive Science Program, Technical Report No. 84-2.
44p. 1mf. L1 ED 250 349

New Jersey

Teacher Certification Struggle in New Jersey. Appendices.
284p. 3mf. L1 ED 250 316

The Teacher Certification Struggle in New Jersey.
72p. 1mf. L1 ED 250 315

New Mexico

Indian Resource Development. Annual Report, 1983-1984.

Evaluation of ABC Early Education Broadcasts: Preschool
Correspondence Survey.
73p. 1mf. L1 ED 250 072

Parental Feedback in the Evaluation of a Camp for Disadvantaged
Children: The Camp Limberlost Project.
21p. 1mf. L1 ED 250 141

Parents in Special Needs Schools: Perceptions of Their School &
Community. Research Report.
21p. 1mf. L1 ED 250 339

Survey of Secondary School Perceptions: Students, Parents, Staff.
Research Report.
59p. 1mf. L1 ED 250 338

Parent Child Relationship

"On the Level". Formative Evaluation: Changing Family
Relationships. Research Report 73.
39p. 1mf. L1 ED 249 960

Communicating, Understanding and Coping: For Children and Adults.
51p. 1mf. L2 ED 250 085

Explorations in High-Risk Stimulation: Two Modalities in
Mothering.
17p. 1mf. L1 ED 249 715

Father's Role in His Child's Development. Unit for Child Studies.
Selected Papers Number 20.
16p. 1mf. L1 ED 250 088

Fifth and Sixth Graders: Their Attitudes about Parents, Peers,
School, and Themselves. Skills Essential to Learning Television
Projects: Research Report.
23p. 1mf. L1 ED 249 978

Leisure Effects on the Family & Family Effects on Leisure
Services. Proceedings of the AALR/AAHPERD Pre-convention Symposium
(Anaheim, California, March 29, 1984).
26p. 1mf. L1 ED 250 281

Mother-Toddler Interaction and Maternal Perception of Child
Temperament in Two Ethnic Groups: Chinese-American and
European-American.
36p. 1mf. L1 ED 250 084

Parental Discretion Advised: Televised Warning Statements and
Parental Attitudes.
18p. 1mf. L1 ED 249 564

Patterns and Implications of Child Support and Enforcement
Practices for Children's Well-Being. Working Paper No. 128.
18p. 1mf. L2 ED 250 079

The Origins of Fiction.
25p. 1mf. L1 ED 249 506

The Parent as an Informal Teacher. Unit for Child Studies.
Selected Papers Number 21.
13p. 1mf. L1 ED 250 089

The Relationship of Family Environments to Parent Motivation
Strategies and Children's Self-Consciousness in the Math

Perspective.
6p. 1mf. L1 ED 249 840

Predictive Validity

Early Identification System: Four-Year Followup of the Kindergarten Class of 1978-79. Research Report 84-01.
13p. 1mf. L1 ED 250 086

Predictor Variables

Attrition from an Adolescent Addiction Treatment Program: A Cross Validation.
15p. 1mf. L1 ED 249 444

Task Characteristics, Structural Characteristics, Organizational Relationships, and Communication Processes: A Contingency Approach to Job Performance: Phase II.
32p. 1mf. L1 ED 249 554

Pregnancy

Review of Interventions in the Field of Prevention of Adolescent Pregnancy. Preliminary Report.
55p. 1mf. L1 ED 250 409

Pregnant Students

Review of Interventions in the Field of Prevention of Adolescent Pregnancy. Preliminary Report.
55p. 1mf. L1 ED 250 409

Preschool Children

Accelerating Reading and Comprehension in Poverty-Level Preschoolers Using a Synthetic Phonics Program.
89p. 1mf. L1 ED 250 076

Cognitive Factors in Substance Abuse: The Case for Early Learning.
12p. 1mf. L1 ED 249 445

Computers for the Preschool: Beyond the Basics.
21p. 1mf. L1 ED 250 057

Cost-Benefit Analysis of SCILS for Early Childhood Training in Academic Achievement. Report 1977-78.
140p. 2mf. L1 ED 250 065

Evaluation of ABC Early Education Broadcasts: Preschool Correspondence Survey.
73p. 1mf. L1 ED 250 072

Getting to Know You...All about You: Preschool Orientation Manual.
26p. 1mf. L1 ED 250 110

How Children Think. Unit for Child Studies. Selected Papers Number 30.
35p. 1mf. L1 ED 250 098

More Talks with Teachers.
94p. 1mf. L1 ED 250 099

New Zealand Early Childhood Care and Education Bibliography, 1979-1982, with ERIC Descriptors.
115p. 2mf. L1 ED 250 081

Preschool Education 1980: Selective Bibliography. Part I and Part II.
827p. 9mf. L1 ED 250 056

Coordinating Assistance in School Improvement Efforts: Issues to Consider.
13p. 1mf. L1 ED 249 658

Defining Fidelity: A Cross-Study Analysis.
16p. 1mf. L1 ED 249 659

External Facilitators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School Improvement.
30p. 1mf. L1 ED 249 656

GATE: A Model Project for Implementing a Program for Gifted and Talented Education in Rural Schools.
129p. 2mf. L1 ED 250 117

Guidelines for Education of the Gifted.
288p. 3mf. L1 ED 249 718

Improving School Programs--Some Administrative Insights and Policy Guidelines.
25p. 1mf. L1 ED 249 650

Making Change Happen: A Case Study of School District Implementation.
128p. 2mf. L1 ED 250 162

Multi-Dimensional Approach for Assessing Implementation Success. R&D Report No. 3157.
32p. 1mf. L1 ED 250 328

Roots and Wings, Volumes I and II. Parent-to-Parent Dissemination, Phases I and II.
515p. 6mf. L2 ED 250 064

Secondary Student Progress Plan.
36p. 1mf. L1 ED 249 626

Special Programs: A Manual of Policies, Procedures and Guidelines. Revised .
231p. 3mf. L1 ED 249 749

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Summary Report.
71p. 1mf. L1 ED 249 662

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Final Report.
230p. 3mf. L1 ED 249 661

Why Teachers Implement: An Examination of Selected Variables.
28p. 1mf. L1 ED 249 622

Program Improvement

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research.
111p. 2mf. L1 ED 249 354

Changing Educational Practice through Continuing Professional

12p. 1mf. L1 ED 249 482

Reading Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. and Grade 9. Texas Assessment of Basic Skills.

52p. 1mf. L1 ED 250 380

Reading Writing Relationship

Developmental Trends in the Use of Cues for Establishing the Identity of Referents in Written Discourse.

32p. 1mf. L1 ED 249 479

The Word Processing Approach to Language Experience.

14p. 1mf. L1 ED 249 465

Reagan Administration

The Right to Education: Reaganism, Reaganomics, or Human Capital? Occasional Paper, 1983, No. 5.

95p. 1mf. L1 ED 250 403

Recall (Psychology)

Individual Differences in Cognition: Verbal Ability, Clustering, and Retrieval Speed.

30p. 1mf. L1 ED 250 357

Learning Characteristics of Gifted Youths: Precocious Strategy Use.

21p. 1mf. L1 ED 249 690

Person Memory in Good Intuitive Judges of Personality.

9p. 1mf. L1 ED 249 438

The Influence of the Knowledge Base on the Development of Mnemonic Strategies.

10p. 1mf. L1 ED 250 352

RECAP JETS Program

Re-Employment Training: Evaluation of the Oakland University RECAP/JETS Program.

136p. 2mf. L1 ED 249 413

Reciprocity

Similarity Effects and Age Differences in Children's Friendships.

27p. 1mf. L1 ED 250 063

Recordkeeping

Preschool Staff Handbook.

53p. 1mf. L1 ED 250 112

Report of the Workshop on the Effort Reporting Requirements of OMB Circular A-21.

59p. 1mf. L1 ED 249 860

Records (Forms)

The Turnstile: A Management System for Individualizing Instruction in Programs for Gifted and Talented.

31p. 1mf. L1 ED 250 118

Records Management

Scientific and Technological Information in Transactional Files in Government Records and Archives: A RAMP Study.

56p. 1mf. L2 ED 249 995

Recreation

School District Cash Management. Program Audit.
43p. 1mf. L1 ED 249 652

The Legacy of Rational Budgeting Models in Education and a Proposal for the Future. Project Report No. 83-A21.
75p. 1mf. L1 ED 249 621

School Assessment Survey

The School Assessment Survey: A Data-Based Tool for School Improvement.
12p. 1mf. L1 ED 250 401

School Attendance Legislation

Turning the Tide. Attendance: Policies and Guidelines.
82p. 1mf. L1 ED 250 426

School Based Management

School Based Management.
19p. 1mf. L1 ED 249 641

School Buses

How to Cut Costs by Saving School Bus Fuel.
17p. 1mf. L1 ED 249 666

Legal Aspects of Pupil Transportation.
55p. 1mf. L2 ED 249 610

Student Management on School Buses.
12p. 1mf. L1 ED 249 608

Talk to the National School Transportation Association.
27p. 1mf. L1 ED 249 638

School Business Relationship

All That Glitters: Public School/Private Sector Interaction in Twenty-Three U.S. Cities.
46p. 1mf. L1 ED 249 605

Promoting Economic Development through Entrepreneurship Training and Education. A Selection of Speeches from the Seminar (Hawaii, February 16-17, 1984).
33p. 1mf. L1 ED 249 825

Securing Business and Industry Support for Community Colleges: A Follow-Up Study on the California Association of Community Colleges Commission on Vocational Education 1982 Statewide Vocational Education Study. ACCCA Management Report, 1984-5/1.
18p. 1mf. L1 ED 250 018

Summary and Analysis of Hearing on "Improving the Research Infrastructure at U.S. Universities and Colleges." Report to the Committee on Science and Technology, U.S. House of Representatives, Ninety Eighth Congress, Second Session.
22p. 1mf. L1 ED 250 206

School Choice

Education Vouchers. Fastback 210.
44p. 1mf. L1 ED 249 629

Preparing Teachers for Schools of Choice.
26p. 1mf. L1 ED 250 295

School Community Programs

Homesharing: A Project for the Community and the College. NCCSCE

Self Esteem

Adolescent Thinking: Self-Concept, Relationships and Punk. Unit for Child Studies. Selected Papers Number 28.
19p. 1mf. L1 ED 250 096

Self Concept and Self Esteem: Infancy to Adolescence. A Cognitive Developmental Outline with Some Reference to Behaviour and Health Effects. Unit for Child Studies. Selected Papers Number 27.
23p. 1mf. L1 ED 250 095

Self Evaluation (Groups)

NAFSA Self-Study Guide: A Guide for the Self-Assessment of Programs and Services with International Educational Exchange at Postsecondary Institutions.
50p. 1mf. L2 ED 249 847

Self Evaluation (Individuals)

Consequences of the Transition into Junior High School on Social Comparison of Abilities and Achievement Motivation.
41p. 1mf. L1 ED 250 333

Guide to Teaching Self/Peer Editing.
35p. 1mf. L1 ED 249 513

Identifying Metacognitive Social Skills in Young Adults.
18p. 1mf. L2 ED 249 705

Investigating the Problem of Skill Generalization: Literature Review I.
59p. 1mf. L1 ED 249 738

Relationship between Actual Performance and Perceived Performance across the Life Span.
13p. 1mf. L1 ED 249 449

Role Set Determinants of Teacher Reports of Classroom Behavior.
23p. 1mf. L1 ED 250 371

The Effects of Rating Purpose and Anonymity on Self Ratings.
10p. 1mf. L1 ED 250 394

Vitality without Mobility: The Faculty Opportunities Audit.
44p. 1mf. L1 ED 249 909

Self Monitoring

Self-Monitoring and Ability to Discriminate Incongruent Communication.
11p. 1mf. L1 ED 249 451

Self Psychology

Revisioning the Clinical Relationship: Heinz Kohut and the Viewpoint of Self-Psychology.
23p. 1mf. L1 ED 249 446

Semantics

Semantically-Based Child Grammars: Some Empirical Inadequacies.
9p. 1mf. L1 ED 249 785

Semiotics

Techniques in Television Drama: A Case for a Revised Dramaturgy.
15p. 1mf. L1 ED 249 534

What Every Teacher Should Know about Semiotics.
12p. 1mf. L1 ED 250 282

27p. 1mf. L1 ED 249 723

GATE: A Model Project for Implementing a Program for Gifted and Talented Education in Rural Schools.

129p. 2mf. L1 ED 250 117

Identifying Effective Practices and Programs: A Guide Book.

94p. 1mf. L1 ED 249 615

P.L. 89-313. Supplementary Services for Previously Nonpublic School Institutionalized Students, 1983-84. O.E.E. Evaluation Report.

60p. 1mf. L1 ED 250 436

Regulations of the Commissioner of Education. Subchapter P, Pursuant to Sections 207 and 4403 of the Education Law. Part 200--Handicapped Children, Effective July 1, 1984. As Amended April 27, 1984.

57p. 1mf. L1 ED 249 756

Special Programs: A Manual of Policies, Procedures and Guidelines. Revised .

231p. 3mf. L1 ED 249 749

Special Effects

Techniques in Television Drama: A Case for a Revised Dramaturgy.

15p. 1mf. L1 ED 249 534

Special Interest Groups

The Politics of Federal Aid to Education.

11p. 1mf. L1 ED 249 611

Special Programs

The Turnstile: A Management System for Individualizing Instruction in Programs for Gifted and Talented.

31p. 1mf. L1 ED 250 118

Special Schools

Alternative School Programming for Behavior Disordered Children.

27p. 1mf. L1 ED 249 670

Special Services for Disadvantaged Students

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: Final Report.

103p. 2mf. L1 ED 249 833

Speech Communication

Making an Internship Program Successful: The Necessary Ingredients.

18p. 1mf. L1 ED 249 542

Practical Guide to Development and Administration of an Internship Program: Issues, Procedures, Forms.

30p. 1mf. L1 ED 249 539

Public Access Cable Television: Extending the Production Laboratory for College Students.

18p. 1mf. L1 ED 249 565

The Broader Educational Community Looks at Communication Education: What Are the Needs? How Can We Meet Them? The Perspective of a High School Director of Instruction-English.

6p. 1mf. L1 ED 249 551

Student Evaluation

Early Identification System: Four-Year Followup of the Kindergarten Class of 1978-79. Research Report 84-01.
13p. 1mf. L1 ED 250 086

Profile of Preparation in English: Phase II.
22p. 1mf. L2 ED 250 369

Social Problem-Solving in Classrooms.
12p. 1mf. L1 ED 250 374

Survey of Current Placement Practices and Eligibility Criteria for the Learning Disabled Child in Oklahoma.
64p. 1mf. L1 ED 249 734

The Development of Guidelines for Feedback on Professional Behavior in Level I Field Work Performance.
40p. 1mf. L1 ED 249 837

Who Shall Teach English?
12p. 1mf. L1 ED 249 498

Student Evaluation of Teacher Performance

Faculty Opinions of the Course-Instructor Survey Program at U.T. Austin. RB-83-13.
145p. 2mf. L1 ED 250 347

Student Financial Aid

Graduate Financial Planning and Debt Management Brochure.
33p. 1mf. L1 ED 249 913

Institutional Financial Planning and Debt Management Manual.
55p. 1mf. L1 ED 249 910

Law School Financial Planning and Debt Management Brochure.
30p. 1mf. L1 ED 249 914

Meeting the Costs of Attending College. A Staff Analysis of the Demographic Characteristics and Financial Circumstances of California Undergraduates. Commission Report 84-15.
104p. 2mf. L1 ED 249 875

Private Sector Funding Available to Foreign Scholars and Students in the United States.
60p. 1mf. L2 ED 249 849

Undergraduate Financial Planning and Debt Management Brochure.
36p. 1mf. L1 ED 249 912

Student Loan Programs

Institutional Financial Planning and Debt Management Manual.
55p. 1mf. L1 ED 249 910

Student Mo

Project REDEAL. Final Report. REDEAL Technical Report #3.
120p. 2mf. L1 ED 249 348

Student Mobility

Early Identification System: Four-Year Followup of the Kindergarten Class of 1978-79. Research Report 84-01.
13p. 1mf. L1 ED 250 086

Student Motivation

Factors Effecting Learner Motivation in Distance Education: The Interaction between Learner Attributes and Learner Course

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume II.
94p. 1mf. L1 ED 250 306

What Every Teacher Should Know about Semiotics.
12p. 1mf. L1 ED 250 282

Teacher Education Programs

Preparing Teachers for Schools of Choice.
26p. 1mf. L1 ED 250 295

PROTEACH: An Extended Preservice Teacher Preparation Program.
11p. 1mf. L1 ED 250 317

Quality Control of Teacher Preparation Programs through the Program Approval Process.
18p. 1mf. L1 ED 250 300

Recent Reports on Education: Some Implications for Preparing Teachers.
18p. 1mf. L1 ED 250 303

Recruitment, Selection, Retention and Graduation of Teacher Education Candidates.
28p. 1mf. L1 ED 250 308

Remarks...to the Governor's Task Force on Teacher Education, Meeting at the College of Education, University of Arizona, February 16, 1984.
12p. 1mf. L1 ED 250 313

Research-Based Teacher Effectiveness Skills: Perceptions of Members of a Teacher Education Program.
68p. 1mf. L1 ED 250 274

Resources Allocated to Teacher Education in State Universities and Land-Grant Colleges.
53p. 1mf. L1 ED 250 297

Resources Needed for an Excellent Teacher Preparation Program.
26p. 1mf. L1 ED 250 298

Restructuring Teacher Education: The University of New Hampshire's Five Year Program.
52p. 1mf. L1 ED 250 310

Teacher Education: An All-University Responsibility.
23p. 1mf. L1 ED 250 311

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume I.
64p. 1mf. L1 ED 250 305

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume III.
77p. 1mf. L1 ED 250 307

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Austin, Texas, October 4-5, 1984).
68p. 1mf. L1 ED 250 296

37p. 1mf. L1 ED 250 348

Out-of-Level Testing with the Stanford Achievement Test (Seventh Edition): A Procedure for Assigning Students to the Correct Battery Level.

45p. 1mf. L1 ED 250 368

Summary of Guildelines for Test Users.

140p. 2mf. L1 ED 250 318

Test Items

Citizenship and Social Studies. Released Exercises from the 1975-76 Assessment.

667p. 7mf. L1 ED 250 385

Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Ornamental Horticulture Component. A Report of Research.

43p. 1mf. L1 ED 249 355

Multidimensional Difficulty as a Direction and a Distance.

12p. 1mf. L1 ED 250 399

The Psychometric Entrance Examination of the Universities in Israel. Information Booklet, English Version.

67p. 1mf. L1 ED 250 343

What Should the GED Tests Measure?: Some Proposed Changes.

66p. 1mf. L1 ED 249 367

Test Manuals

The Florida KEY: An Instrument to Infer Student Self-Concept as Learner in Grades One through Six. Manual.

26p. 1mf. L1 ED 250 396

Test of Language Development

Formal Language Assessment of Handicapped and Nonhandicapped Black Children.

37p. 1mf. L1 ED 250 348

Test Reliability

Analysis of Score Change Patterns of Examinees Repeating the Graduate Record Examinations General Test.

49p. 1mf. L1 ED 250 331

Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.

26p. 1mf. L1 ED 250 058

Testing Teachers for Certification and Recertification.

15p. 1mf. L1 ED 250 299

The Development of the Economics Values Inventory. Report to the Foundation for Teaching Economics.

75p. 1mf. L1 ED 250 243

Test Results

Career Development Interpretive Report, 1983-4.

126p. 2mf. L1 ED 250 384

Maryland Accountability Testing Program Annual Report. School Year 1981-1982.

143p. 2mf. L1 ED 250 363

Maryland Accountability Testing Program Annual Report. School Year

(SSDS) Program: Final Report.
193p. 2mf. L1 ED 249 853

Research: A Report of the Planning and Research Branch.
76p. 1mf. L1 ED 250 133

Restarting Voluntary Leave and Academically Dismissed Students.
11p. 1mf. L1 ED 249 858

Staying at High School in Victoria. ACER Research Monograph No. 23.
163p. 2mf. L2 ED 249 647

Academic Rank (Professional)

Faculty Salaries and the Personnel Structure of Institutions.
11p. 1mf. L1 ED 249 823

Academic Records

Greece: A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 888

Academic Self Concept

The Florida KEY: An Instrument to Infer Student Self-Concept as Learner in Grades One through Six. Manual.
26p. 1mf. L1 ED 250 396

Academic Standards

Excellence in the Making: A Preliminary Report.
41p. 1mf. L1 ED 250 413

Organizing and Delivering Curriculum for Maximum Impact.
19p. 1mf. L1 ED 249 579

Regional and National Voluntary Accreditation. "The Place and Appropriate Future of National Accreditation."
21p. 1mf. L1 ED 250 309

Acceleration (Education)

The Journal of Suggestive-Accelerative Learning and Teaching. Volume 5, Number 2.
76p. 1mf. L1 ED 249 814

Access to Education

Accessibility to Ontario Universities.
119p. 2mf. L1 ED 249 876

Equality of Educational Programs within a School District: Three Criteria of Equality--Access, Participation, and Outcomes--Applied.
11p. 1mf. L1 ED 249 633

Lifelong Education in University Life in the Arab Countries: The Qatar University Experience.
29p. 1mf. L1 ED 249 820

Participation and Equity in Australian Schools. The Goal of Full Secondary Education.
44p. 1mf. L1 ED 249 603

The Compleat University: Break from Tradition in Germany, Sweden and the U.S.A.
p. 32mf. L3 ED 249 821

165p. 2mf. L2 ED 250 140

American Indian History

Contemporary Navajo Affairs: Navajo History Volume III, Part B.
304p. 4mf. L1 ED 250 144

Dinetah: Navajo History. Volume II.
187p. 2mf. L1 ED 250 143

Guide to Records in the National Archives of the United States Relating to American Indians.
504p. 6mf. L1 ED 250 136

Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
33p. 1mf. L1 ED 250 114

American Indian Languages

Hualapai Reference Grammar.
599p. 7mf. L1 ED 250 132

Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
33p. 1mf. L1 ED 250 114

American Indian Literature

Studies in American Indian Literature: Critical Essays and Course Designs.
p. 84mf. L3 ED 249 528

Three American Literatures: Essays in Chicano, Native American, and Asian-American Literature for Teachers of American Literature.
p. 65mf. L3 ED 249 529

American Indian Reservations

Contemporary Navajo Affairs: Navajo History Volume III, Part B.
304p. 4mf. L1 ED 250 144

Heart Butte: A Blackfeet Indian Community = Moisskitsipahpiistaki Siksikaiitsitapi Ohkanopissini.
24p. 1mf. L1 ED 250 115

American Indian Studies

Contemporary Issues Reader One: A Humanistic View of Diversity and Commonality in the Tribal and American Indian Community.
75p. 1mf. L2 ED 250 119

Studies in American Indian Literature: Critical Essays and Course Designs.
p. 84mf. L3 ED 249 528

American Indians

Bill of Rights in Tribal Constitutions. First Draft .
38p. 1mf. L1 ED 250 135

Guide to Records in the National Archives of the United States Relating to American Indians.
504p. 6mf. L1 ED 250 136

American Sign Language

Constraints on Learning: Studies in the Acquisition of American Sign Language.
23p. 1mf. L1 ED 249 790

The Acquisition of Task-Specific Word Formation Devices in American Sign Language.
9p. 1mf. L1 ED 249 783

Recent Detrimental and Distinguished Books about Hispanic People and Cultures.
9p. 1mf. L1 ED 250 116

Boolean Algebra

Introduction to Number Systems, Boolean Algebra, Logic Circuits. Navy Electricity and Electronics Training Series, Module 13.
107p. 2mf. L1 ED 250 152

Botswana

Popular Theatre and Participatory Research. Bosele Tshwaraganang Publications No. 12.
31p. 1mf. L1 ED 250 223

Brain Event Related Potentials

Spatial Performance, Cognitive Representation, and Cerebral Processes. Final Report.
23p. 1mf. L1 ED 250 375

The Use of Event-Related Brain Potentials to Measure Cognitive Processing Deficits in the Brain-Injured.
22p. 1mf. L1 ED 250 353

Brain Research

The Effect of Three Types of Brain-Based Instruction on the Mathematics Achievement and Attitudes of Second Grade Students.
16p. 1mf. L1 ED 250 155

Brain Waves

The Use of Event-Related Brain Potentials to Measure Cognitive Processing Deficits in the Brain-Injured.
22p. 1mf. L1 ED 250 353

Brainstorming

Decision Making in Educational Settings. Fastback 211.
37p. 1mf. L1 ED 249 630

Brenau College GA

Strategies for Implementing Advising Programs.
51p. 1mf. L1 ED 250 023

British Columbia

Special Programs: A Manual of Policies, Procedures and Guidelines. Revised .
231p. 3mf. L1 ED 249 749

British Columbia (Nanaimo)

Parent Participation in Decision-Making as Perceived by Parents, Teachers, Principals, and Board Members. A Summary Report.
43p. 1mf. L1 ED 249 569

Broadcast Industry

Communication and Media Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
151p. 2mf. L1 ED 249 388

Broadcast Journalism

Choosing Equipment and Setting Policies in Radio and Television Labs.
9p. 1mf. L1 ED 249 560

Brunswick Junior College GA

Programs in the Schools.
74p. 1mf. L1 ED 250 252

Youth-in-Action Program Implementation Manual. Revised Edition.
59p. 1mf. L2 ED 250 259

Citizenship Responsibility

The Crime Question: Rights and Responsibilities of Citizens. Student Edition. Major Issues in American Government. Law in Social Studies Series.
26p. 1mf. L2 ED 250 248

The Crime Question: Rights and Responsibilities of Citizens. Instructor's Manual. Major Issues in American Government. Law in Social Studies Series.
83p. 1mf. L2 ED 250 249

Civics

Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.
82p. 1mf. L2 ED 250 260

Voter Information and Education Programs 2: Voter Education Programs in the Schools.
74p. 1mf. L1 ED 250 252

Civil Liberties

Bill of Rights in Tribal Constitutions. First Draft .
38p. 1mf. L1 ED 250 135

South Africa/Time Running Out.
65p. 1mf. L2 ED 250 247

The Crime Question: Rights and Responsibilities of Citizens. Student Edition. Major Issues in American Government. Law in Social Studies Series.
26p. 1mf. L2 ED 250 248

The Crime Question: Rights and Responsibilities of Citizens. Instructor's Manual. Major Issues in American Government. Law in Social Studies Series.
83p. 1mf. L2 ED 250 249

The Right to Education: Reaganism, Reaganomics, or Human Capital? Occasional Paper, 1983, No. 5.
95p. 1mf. L1 ED 250 403

Civil Rights

Issues in Human Rights: A Guide for Parents, Professionals, Policymakers and All Those Who Are Concerned about the Rights of Mentally Retarded and Developmentally Disabled People.
79p. 1mf. L1 ED 249 727

Class Organization

Current Research on Effective Classroom Management.
16p. 1mf. L1 ED 249 586

Classification

"Scissors, Paper, Stone": Perceptual Foundations of Noun Classifier Systems.
10p. 1mf. L1 ED 249 787

Classification of Residential Facilities for Mentally Retarded

Requirements, and Characteristics of Those Taking the SAT.
24p. 1mf. L2 ED 250 360

New Approach to Learning Disability Programs in Post-Secondary Education.
30p. 1mf. L1 ED 249 702

Restarting Voluntary Leave and Academically Dismissed Students.
11p. 1mf. L1 ED 249 858

Student Affairs Committee.
17p. 1mf. L2 ED 249 861

Student Enrolments in Higher Education in Western Australia: Some Observations on Trends over the Period 1973 to 1983. A Discussion Paper.
24p. 1mf. L1 ED 249 855

Students Abroad: A Guide for Selecting a Foreign Education.
23p. 1mf. L1 ED 249 879

Time Management: A Training Manual for College Teachers and Counselors.
17p. 1mf. L1 ED 249 410

College Transfer Students

Facilitating Transfer through Student Support Services.
13p. 1mf. L1 ED 250 024

Transfer Education: California Community Colleges.
110p. 2mf. L1 ED 250 025

Colleges

Summary and Analysis of Hearing on "Improving the Research Infrastructure at U.S. Universities and Colleges." Report to the Committee on Science and Technology, U.S. House of Representatives, Ninety Eighth Congress, Second Session.
22p. 1mf. L1 ED 250 206

Colombia

Colombia: A Study of the Educational System of Colombia and a Guide to the Academic Placement of Students from Colombia in Educational Institutions of the United States.
148p. 2mf. L2 ED 249 885

Colorado

Status of K-12 Public Education in Colorado, 1984.
47p. 1mf. L1 ED 250 411

Coloring Books

Habitat Is Where It's At. A Coloring Book about Wildlife Habitat.
24p. 1mf. L1 ED 250 193

Columbus Public Schools OH

Motivational and Self-Imagery Development Component, Elementary Counseling Project: Final Evaluation Report.
27p. 1mf. L1 ED 250 367

Comets

Comet Halley Returns. A Teacher's Guide, 1985-1986.
56p. 1mf. L1 ED 250 202

Communication (Thought Transfer)

Mother-Infant Engagements in Dyads with Handicapped and

Computer Uses in Education

Computers and Girls: Rethinking the Issues. Technical Report No. 24.
22p. 1mf. L2 ED 249 922

Computers in Schools: The Report of the Minister's Task Force on Computers in Schools and Executive Summary.
164p. 2mf. L1 ED 250 062

Policy Issues in Computer Education. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
44p. 1mf. L1 ED 250 175

The Microcomputer as a Medium for Young Children. Technical Report No. 26.
16p. 1mf. L2 ED 249 923

Computers

Computers and Girls: Rethinking the Issues. Technical Report No. 24.
22p. 1mf. L2 ED 249 922

Constructing Humane Computing Environments in Educational Institutions.
26p. 1mf. L1 ED 249 571

Impact and Implications of Technological Change on Educational Institutions.
18p. 1mf. L1 ED 249 944

The California Model Curriculum for Computers in Education.
7p. 1mf. L1 ED 249 599

The Gap between Promise and Reality in Computer Education: Planning a Response.
21p. 1mf. L1 ED 249 598

The Junior Computer Dictionary. 101 Useful Words and Definitions to Introduce Students to Computer Terminology.
67p. 1mf. L2 ED 249 494

Concept Formation

An Assessment of Elementary School Students' Development and Application of Probability Concepts while Playing and Discussing Two Strategy Games on a Microcomputer.
193p. 3mf. L1 ED 250 166

Children's Understanding of Rhythm: The Relationship between Development and Musical Training.
90p. 1mf. L1 ED 250 071

State of the Art in Early Childhood Music and Research.
25p. 1mf. L1 ED 250 068

Structured Interviews on Children's Conceptions of Computers. Technical Report No. 19.
41p. 1mf. L1 ED 249 932

The Planning and Teaching Intermediate Science Study: Final Report. Research Series No. 147.
43p. 1mf. L1 ED 250 161

Understanding Children's Drawings: The Path to Manhood. With "Notes on the Study of Man," By Wolfgang Schad.

Agriculture.

256p. 3mf. L1 ED 249 349

The Gap between Promise and Reality in Computer Education: Planning a Response.

21p. 1mf. L1 ED 249 598

The Planning and Teaching Intermediate Science Study: Final Report. Research Series No. 147.

43p. 1mf. L1 ED 250 161

Using Oral Communication in the Regular Curriculum.

10p. 1mf. L1 ED 249 550

Why Teachers Implement: An Examination of Selected Variables.

28p. 1mf. L1 ED 249 622

1981 Alberta Social Studies Curriculum.

158p. 2mf. L1 ED 250 250

Curriculum Evaluation

Curriculum Evaluation and Change in Reading: Soaring to New Horizons.

15p. 1mf. L2 ED 249 480

Status of Social Studies Teaching: Practices in Secondary Schools. Research Report 79.

77p. 1mf. L1 ED 249 966

Curriculum Guides

Recommended English Language Arts Curriculum Guides, K-12, 1984.

36p. 1mf. L1 ED 249 504

Curriculum Problems

Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.

89p. 1mf. L2 ED 250 083

Cutting Scores

Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.

69p. 1mf. L1 ED 250 342

Czechoslovakia

Preschool Education 1980: Selective Bibliography. Part I and Part II.

827p. 9mf. L1 ED 250 056

Dahlem Environmental Education Center MI

Bridging the Gap between the Natural and the Built Environments with Nature Center Programs.

8p. 1mf. L1 ED 250 153

Daily Living Skills

E.C.I.A. Chapter 1, Part B. Institutionalized Facilities Program, Summer 1983. Final Evaluation Report.

24p. 1mf. L1 ED 250 435

Spanish: Familiarization and Short-Term Training.

567p. 6mf. L1 ED 249 792

Data

To Preserve the Sense of Earth from Space. A Report of the Panel

Studies. Selected Papers Number 19.
15p. 1mf. L1 ED 250 087

Dislocated Workers

Re-Employment Training: Evaluation of the Oakland University RECAP/JETS Program.
136p. 2mf. L1 ED 249 413

Distance Education

Factors Effecting Learner Motivation in Distance Education: The Interaction between Learner Attributes and Learner Course Performance. REDEAL Research Report #9. Project REDEAL Research and Evaluation of Distance Education for the Adult Learner.
42p. 1mf. L1 ED 249 346

Project REDEAL. Final Report. REDEAL Technical Report #3.
120p. 2mf. L1 ED 249 348

Traditional and Nontraditional Educational Elements Using Telecommunications.
15p. 1mf. L1 ED 249 361

Distar Reading Program

Accelerating Reading and Comprehension in Poverty-Level Preschoolers Using a Synthetic Phonics Program.
89p. 1mf. L1 ED 250 076

Distributed Data Processing Systems

Processing and Data Distribution within the Research Libraries Information Network.
276p. 3mf. L1 ED 249 993

Distribution of Schools

Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.
89p. 1mf. L2 ED 250 083

Distributive Education

Marketing and Distribution Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
422p. 5mf. L1 ED 249 393

Retailing. Instructor's Guide Sheets and Instructor's Package. Modules R 1-45. Competency-Based Education.
853p. 9mf. L1 ED 249 374

District of Columbia Public Schools

An Evaluation of the Youth Awareness Program (YAP), School Year 1983-84.
42p. 1mf. L1 ED 250 415

Secondary Student Progress Plan.
36p. 1mf. L1 ED 249 626

The Comprehensive Education Plan, SY 1984-85. Quality Teaching and Learning: A Blueprint for Continued Success.
623p. 7mf. L1 ED 249 604

Division

Problem Solving in Mathematics, Grade 4. Lane County Mathematics Project. With Teacher's Commentary and Answers.
385p. 5mf. L2 ED 250 208

14p. 1mf. L1 ED 249 64[illegible]

Basic Principles for the Education of Language-Minority Students: An Overview. 1982 Edition.

38p. 1mf. L2 ED 249 772

Education for Diversity: The Challenge of Cultural Pluralism. Inaugural Lecture.

28p. 1mf. L1 ED 250 408

Franklin Elementary School Tutorial Enrichment Program in Elementary Education.

62p. 1mf. L1 ED 250 075

French--Communications. Guidelines for the Teacher. Education Office Bulletin No. 19: 1976-77.

35p. 1mf. L1 ED 249 803

French--Core Program. Intermediate Level. Youth Education: Teaching Guide No. 21.

52p. 1mf. L1 ED 249 802

French--Core Program. Senior Level. Youth Education: Teaching Guide No. 22.

43p. 1mf. L1 ED 249 801

Handwriting and the Pupil.

19p. 1mf. L1 ED 250 073

Implications for Teacher Education of Assuming That Schools of the Future Will Have Unlimited Access to Technology.

12p. 1mf. L1 ED 250 302

Integrated Programs Sequenced to Enrich the Cognitive and Affective Skills of Minority Students Seeking Health Professional Training.

7p. 1mf. L1 ED 249 872

Mathematics Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. Texas Assessment of Basic Skills.

58p. 1mf. L1 ED 250 379

Meeting the Pepsi Challenge: Preparing Evaluation Programs for Scholastic Improvement.

10p. 1mf. L1 ED 249 425

Organizing and Delivering Curriculum for Maximum Impact.

19p. 1mf. L1 ED 249 579

Perspective on Effective Schools.

10p. 1mf. L1 ED 249 577

Reading - French, Second Language. Introductory to Senior Levels. Youth Education: Teaching GUide No. 42.

38p. 1mf. L1 ED 249 804

Reading Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. and Grade 9. Texas Assessment of Basic Skills.

52p. 1mf. L1 ED 250 380

Reflections of Citizenship Education and Traditional Social Studies Programs.

20p. 1mf. L1 ED 250 257

Research and Teacher Effectiveness.

40p. 1mf. L2 ED 249 485

Employees

Corporate Tuition Aid Programs: A Directory of College Financial Aid for Employees at America's Largest Corporations.
329p. 4mf. L2 ED 249 911

Employer Attitudes

Follow-Up of Occupational Students Enrolled at Harper College, 1982-1983. Volume XIII, No. 4.
24p. 1mf. L1 ED 250 034

The Emergency Veterans' Job Training Act of 1983. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Eighth Congress, Second Session.
190p. 2mf. L1 ED 249 356

Employer Employee Relationship

The People Program--Parenting and Stress Education in an Industrial Setting.
7p. 1mf. L1 ED 249 368

Employment

The Impact of Economic Crises on Women's Employment: A Comparison of the Great Depression (1930s) and the Current Crisis (1970s-1980s).
58p. 1mf. L1 ED 250 229

Transition from School to Work for Handicapped Adolescents: Swedish Position Report to the OECD/CERI Project concerning the Education of Handicapped Adolescents--Innovative Approaches in the Transition to Adult and Working Life.
144p. 2mf. L1 ED 249 741

Employment Experience

The Women's Lifepaths Study: The Course of Role-Innovation over 14 Years.
5p. 1mf. L1 ED 249 841

Employment Interviews

Interviewing First Year Teachers: Applicant Appraisal for Secondary School Principals.
39p. 1mf. L1 ED 249 654

Preemployment Inquiries: Avoiding Pitfalls in the Hiring Process. Obtain the Person Best Qualified and Suited for a Particular Position in a Public School District without Invading Their Privacy. Avoid Charges of Discrimination and Bias in Hiring.
33p. 1mf. L2 ED 249 635

Employment Opportunities

Humanities and Business: The Twain Shall Meet--But How?
9p. 1mf. L1 ED 250 224

Investing in America's Future. A Policy Statement.
47p. 1mf. L1 ED 250 416

Rural Business, Economic Development, and Employment in New York State: A Preliminary Report.
31p. 1mf. L1 ED 250 125

10p. 1mf. L1 ED 249 9[illegible]5

Faculty College Relationship

The Use of Part-Time Faculty in Forensics.
13p. 1mf. L1 ED 249 567

Vitality without Mobility: The Faculty Opportunities Audit.
44p. 1mf. L1 ED 249 909

Faculty Development

Perspectives on Effective Teaching and the Cooperative Classroom. Analysis and Action Series.
51p. 1mf. L2 ED 250 279

Post Certification Development of Teachers and Administrators.
27p. 1mf. L1 ED 250 291

Strategies for Faculty Development, K-12: A Review of the Journal Literature.
18p. 1mf. L1 ED 249 614

Teacher Career Stages: Implications for Staff Development. Fastback 214.
32p. 1mf. L1 ED 250 276

The Faculty Liaison as Research Coordinator: A Growing Need for the Academic Community.
10p. 1mf. L1 ED 250 010

Vitality without Mobility: The Faculty Opportunities Audit.
44p. 1mf. L1 ED 249 909

Faculty Organizations

Institutional Units and Campuses with Faculty Collective Bargaining Agents. Special Report #12: Update.
37p. 1mf. L2 ED 250 030

Faculty Workload

Blueprints for Academic Lives.
11p. 1mf. L1 ED 249 822

Report of the Workshop on the Effort Reporting Requirements of OMB Circular A-21.
59p. 1mf. L1 ED 249 860

Family (Sociological Unit)

Gender and the Social Order in Early Modern England.
18p. 1mf. L1 ED 250 218

Households, Families, Marital Status, and Living Arrangements: March 1984 (Advance Report).
11p. 1mf. L1 ED 250 070

Family Attitudes

The Qualitative Construction of Family Histories: The Problem of Multiple Realities and Causality in the Press for Independence.
16p. 1mf. L1 ED 249 678

Family Environment

Preventing the Institutionalization of Developmentally Disabled Persons.
14p. 1mf. L1 ED 249 687

The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum

Developmental Issues in the Acquisition of Conjunction.
10p. 1mf. L1 ED 249 779

Learning Not to Overgeneralize.
9p. 1mf. L1 ED 249 781

Formal Operations

Differences in Grade Point Averages of Male and Female College Students Having Different Majors and Piagetian Operational Levels.
12p. 1mf. L1 ED 249 448

Formative Evaluation

Program Evaluation Concept and Methodology--The Video Storyboard: An Evaluation of "The Public Library." The Essential Learning Skills Television Project: Research Report.
35p. 1mf. L1 ED 249 984

Foundations of Education

What Every Teacher Should Know about Semiotics.
12p. 1mf. L1 ED 250 282

Fractions

Are Low Stress Algorithms in Addition and Subtraction a Solution to More Than Math Problems?
18p. 1mf. L1 ED 250 170

Problem Solving in Mathematics, Grade 5. Lane County Mathematics Project. With Teacher's Commentary and Answers.
263p. 3mf. L2 ED 250 209

Problem Solving in Mathematics, Grade 6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
242p. 3mf. L2 ED 250 210

Problem Solving in Mathematics, Grade 7. Lane County Mathematics Project. With Teacher's Commentary and Answers.
255p. 3mf. L2 ED 250 211

What Students in the Intermediate Grades Don't Know about Fractions and What To Do about it.
7p. 1mf. L1 ED 250 158

France

Metropolitan French: Familiarization & Short-Term Training.
600p. 7mf. L1 ED 249 775

Free Speech Movement

Free Speech at Berkeley: "University as Factory," An Argument from Analogy.
18p. 1mf. L1 ED 249 546

Freedom of Speech

Free Speech at Berkeley: "University as Factory," An Argument from Analogy.
18p. 1mf. L1 ED 249 546

Freehand Drawing

Getting the Picture of Language Learning.
30p. 1mf. L1 ED 249 495

Stages in the Development of Children's Drawing.
13p. 1mf. L2 ED 250 402

Understanding Children's Drawings: The Path to Manhood. With

p. 65mf. L3 ED 249 529

Hispanic Americans

Aspirations of Adolescent Hispanic Females for Marriage, Children, Education and Employment. Report No. 2: Young Hispanic Mothers Enrolled in School and/or Employed Interviewed in the 1979 National Longitudinal Survey.
103p. 2mf. L1 ED 250 437

Barriers to Clinical Services among Chronically Mentally Ill Hispanics.
16p. 1mf. L1 ED 250 405

Condition of Hispanics in America Today. Presented at the Hearings of the Subcommittee on Census and Population, House Committee on Post Office and Civil Service.
57p. 1mf. L1 ED 250 422

George Washington High School Bilingual Academic and Career Orientation Program, 1982-1983. O.E.E. Evaluation Report.
84p. 1mf. L1 ED 250 433

Hispanics: Challenges and Opportunities. A Look at the Demographic, Economic, Social, and Political Situation of Hispanics in the United States Today, and at the Ford Foundation's Initiatives to Address the Needs and Impact of this Growing Population. Working Paper No. 435.
70p. 1mf. L2 ED 250 121

Part West High School "At Your Service," 1982-1983. O.E.E. Evaluation Report.
90p. 1mf. L1 ED 250 430

Recent Detrimental and Distinguished Books about Hispanic People and Cultures.
9p. 1mf. L1 ED 250 116

We Mutually Pledge: Proceedings of the Third National Hispanic Leadership Conference (Washington, DC, April 15-17, 1984).
66p. 1mf. L1 ED 250 439

History

Father's Role in His Child's Development. Unit for Child Studies. Selected Papers Number 20.
16p. 1mf. L1 ED 250 088

History Textbooks

History, Pseudo-History, Anti-History: How Public School Textbooks Treat Religion. Policy Studies in Education.
21p. 1mf. L2 ED 249 575

Holistic Approach

College of Saint Teresa: Design for Choicemakers. An Operations Manual for Faculty and Staff.
235p. 3mf. L1 ED 249 905

Home Computers

Research Report on the Japanese School System, Computer-Aided Instruction in Japan and the Japanese Home Computer Market.
104p. 2mf. L1 ED 249 645

Home Economics

Society. College Teaching Monograph.
49p. 1mf. L1 ED 249 907

Instructional Material Evaluation

Curriculum Audit Report, Volume I and Volume II.
387p. 5mf. L1 ED 250 386

Instructional Materials

"Trap Setting" in Didactic Materials.
19p. 1mf. L1 ED 249 810

"TV's Sort of...Just There": Critical Television Viewing Skills.
26p. 1mf. L1 ED 249 945

Catalog of Instructional Materials in English and Dictionaries, 1983-1985.
91p. 1mf. L2 ED 249 531

Curriculum Audit Report, Volume I and Volume II.
387p. 5mf. L1 ED 250 386

French--Core Program. Introductory Level Guidelines. Youth Education: Teaching Guide No. 2.
60p. 1mf. L1 ED 249 800

Interactive Radio in the Classroom: Ten Years of Proven Success.
22p. 1mf. L1 ED 249 791

Interchange. Program Improvement Products Identified through Networking.
57p. 1mf. L1 ED 249 395

Learning Skills and Instruction. Skills Essential to Learning Television Project: Working Paper.
47p. 1mf. L1 ED 249 981

Logo Activities in Elementary Geometry.
50p. 1mf. L1 ED 250 174

Perspectives on the Social Studies: Report for the Agency for Instructional Television. Research Report 78.
91p. 1mf. L1 ED 249 965

Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.
89p. 1mf. L2 ED 250 083

Prospects and Challenges for Using Microcomputers in School. Technical Report No. 7.
23p. 1mf. L1 ED 249 927

Remedial Reading and English Instruction for Junior High and High School Students: A Description of Common Practices in Teaching and Assessment.
80p. 1mf. L1 ED 249 470

The Reading Skills of Home Economics: Problems and Selected References.
13p. 1mf. L1 ED 249 476

The Teaching of French in the People's Republic of China.
18p. 1mf. L1 ED 249 806

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement XVIII.

23p. 1mf. L1 ED 250 397

Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory.

23p. 1mf. L1 ED 250 365

Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.

69p. 1mf. L1 ED 250 342

Latin American Culture

North and Latin American Business Negotiations: An Assessment of Differences in Interpersonal Perception.

24p. 1mf. L1 ED 249 545

Law Enforcement

Patterns and Implications of Child Support and Enforcement Practices for Children's Well-Being. Working Paper No. 128.

18p. 1mf. L2 ED 250 079

Law Libraries

How to Use a Law Library.

10p. 1mf. L2 ED 250 261

Measurement and Evaluation of Reference/Information Service in Law School Depository Libraries: A Bibliography.

20p. 1mf. L1 ED 249 985

Law Related Education

Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.

82p. 1mf. L2 ED 250 260

Design for Life. Abortion. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

34p. 1mf. L2 ED 250 264

Do You Believe? Religious Rights in the Public Schools. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

36p. 1mf. L2 ED 250 268

Finders Keepers: Property Rights of a Finder. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

38p. 1mf. L2 ED 250 266

Gateway: Deportation. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

45p. 1mf. L2 ED 250 269

How to Use a Law Library.

10p. 1mf. L2 ED 250 261

Keep Out - Danger! Use of Devices Which Can Cause Death or Serious Bodily Injury in Defense of Real and/or Personal Property. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

38p. 1mf. L2 ED 250 265

Spare the Rod: Due Process re School Discipline. Second Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

Integration of Information during Language Comprehension: A Developmental Study.
10p. 1mf. L1 ED 249 777

Literacy Education

Challenge for Third-World Education: Changing Male/Female Literacy in Pakistan.
23p. 1mf. L1 ED 249 469

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.
102p. 2mf. L2 ED 249 464

Petra: Learning to Read at 45.
22p. 1mf. L1 ED 249 761

Literary Criticism

Recent Detrimental and Distinguished Books about Hispanic People and Cultures.
9p. 1mf. L1 ED 250 116

Television Criticism: A Multifarious Approach.
70p. 1mf. L2 ED 249 557

The Child as Critic: Teaching Literature in Elementary and Middle Schools. Second Edition.
p. 68mf. L3 ED 249 527

Literary Devices

Guide to Teaching Creative Writing: Fiction.
42p. 1mf. L1 ED 249 515

The Future as Fiction.
11p. 1mf. L1 ED 250 238

Literary Genres

Problems in Pulps: A Study of Special Collections in Pulp Magazines.
33p. 1mf. L1 ED 249 989

Literary History

Orwell and Language Study.
64p. 1mf. L2 ED 249 524

Literature Appreciation

Changes Real and Imagined: A Historical Examination of Secondary School Literature Teaching and Texts.
25p. 1mf. L1 ED 249 538

Orwell and Language Study.
64p. 1mf. L2 ED 249 524

Pedagogy and Children's Literature: Amity or Hostility? An Examination of Education and the Literary Arts.
18p. 1mf. L1 ED 249 525

Studies in American Indian Literature: Critical Essays and Course Designs.
p. 84mf. L3 ED 249 528

The ALAN Review. Fall 1984.
33p. 1mf. L1 ED 249 532

The Child as Critic: Teaching Literature in Elementary and Middle Schools. Second Edition.

Manual. Competency-Based Education.
123p. 2mf. L1 ED 249 379

Medical Evaluation

Health Occupations. Practical Arts. Instructor's Manual.
Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 375

Medical Laboratory Assistants

Health Services: Clinical. Medical Laboratory Aide. Instructor's
Manual. Competency-Based Education.
114p. 2mf. L1 ED 249 378

Medical School Faculty

The Study Group: Faculty Helping Themselves to Improve Their
Instructional Abilities. College Teaching Monograph.
21p. 1mf. L1 ED 249 908

Medical Services

Health Occupations. Practical Arts. Instructor's Manual.
Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 375

The Visually Impaired Preschooler with an Emphasis on Medical
Intervention.
21p. 1mf. L1 ED 249 698

Medical Technologists

United Kingdom: Medical Laboratory Science, Occupational Therapy,
Physiotherapy. A Study of These Programs and a Guide to the
Academic Placement of Students from These Programs in Educational
Institutions of the United States.
195p. 3mf. L2 ED 249 903

Medical Vocabulary

Common Medical Abbreviations and Terminology: Modularized
Instruction for Nurses.
18p. 1mf. L1 ED 249 873

Health Services: Clinical. Medical Laboratory Aide. Instructor's
Manual. Competency-Based Education.
114p. 2mf. L1 ED 249 378

Medications

Health Services: Clinical. Pharmacy Aide. Instructor's Manual.
Competency-Based Education.
82p. 1mf. L1 ED 249 376

Meetings

Managing Controversial Meetings.
10p. 1mf. L1 ED 249 665

The Costs and Benefits of Openness: Sunshine Laws and Higher
Education.
78p. 1mf. L2 ED 249 851

Memory

Age-Related Differences in Incidental Learning.
25p. 1mf. L1 ED 249 452

Learning Skills and Instruction. Skills Essential to Learning
Television Project: Working Paper.

62p. 1mf. L1 ED 250 122

New Mexico (Northwest)

Dinetah: Navajo History. Volume II.
187p. 2mf. L1 ED 250 143

New Mexico High School Proficiency Examinat

New Mexico High School Proficiency Examination/Diploma Endorsement District Report. 1983.
24p. 1mf. L1 ED 250 322

New Mexico High School Proficiency Examination (NMHSPE). District Report. 1982-83.
84p. 1mf. L1 ED 250 344

New Mexico Staff Accountability Plan

Teacher Performance Evaluation Plan: A Personalized Approach to Supervision, Staff Development, and Evaluation. An Implementation Guide. Revised Edition.
51p. 1mf. L1 ED 249 574

New York

Agriculture in New York State: A Preliminary Report.
41p. 1mf. L1 ED 250 129

Community Facilities, Housing and Community Renewal in New York State: A Preliminary Report.
32p. 1mf. L1 ED 250 127

Elementary, Secondary and Higher Education in Rural New York State: A Preliminary Report.
47p. 1mf. L1 ED 250 131

Environment, Land Use, and Natural Resources in Rural New York: A Preliminary Report.
38p. 1mf. L1 ED 250 126

Government and Management in Rural New York State: A Preliminary Report.
50p. 1mf. L1 ED 250 130

Human Relations and Community Life in Rural New York State: A Preliminary Report.
43p. 1mf. L1 ED 250 123

Problems in Determining School District Need for Hurd Aid and Alternatives to the Revenue Shortfall Approach for Determining Need.
28p. 1mf. L1 ED 249 612

Regulations of the Commissioner of Education. Subchapter P, Pursuant to Sections 207 and 4403 of the Education Law. Part 200--Handicapped Children, Effective July 1, 1984. As Amended April 27, 1984.
57p. 1mf. L1 ED 249 756

Rural Business, Economic Development, and Employment in New York State: A Preliminary Report.
31p. 1mf. L1 ED 250 125

Rural Health Care in New York State: A Preliminary Report.
39p. 1mf. L1 ED 250 128

Rural Transportation in New York State: A Preliminary Report.

Classroom.
28p. 1mf. L1 ED 250 157

Parent Education

Current Topics in Early Childhood Education. Volume V
p. 34mf. L3 ED 250 101

Education and Support for Parents: A Challenge for Group Practice in the Coming Decade.
29p. 1mf. L1 ED 250 103

Parents and Nutrition.
16p. 1mf. L1 ED 250 074

The Parent as an Informal Teacher. Unit for Child Studies. Selected Papers Number 21.
13p. 1mf. L1 ED 250 089

The People Program--Parenting and Stress Education in an Industrial Setting.
7p. 1mf. L1 ED 249 368

Parent Financial Contribution

Meeting the Costs of Attending College. A Staff Analysis of the Demographic Characteristics and Financial Circumstances of California Undergraduates. Commission Report 84-15.
104p. 2mf. L1 ED 249 875

Parent Influence

Adolescent Morality: Social Responsibility versus Alienation. Unit for Child Studies. Selected Papers Number 26.
12p. 1mf. L1 ED 250 094

Empowering Parents through Computer Literacy Training.
8p. 1mf. L1 ED 249 364

Parent Participation

Adolescents in Crisis: Parental Involvement. Hearing before the Subcommitte on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining How Best to Help Adolescents with Problems of Alcohol Abuse, Drug Dependence, Premature Sexual Involvement, and Mental Illness.
257p. 3mf. L2 ED 249 456

Homework Practices, Achievements, and Behaviors of Elementary School Students.
27p. 1mf. L1 ED 250 351

Homework. Selected References.
20p. 1mf. L1 ED 250 275

Manual for Encouraging Parent-Community Involvement in Bilingual Education and English as a Second Language Programs.
44p. 1mf. L1 ED 250 420

Parent Participation in Decision-Making as Perceived by Parents, Teachers, Principals, and Board Members. A Summary Report.
43p. 1mf. L1 ED 249 569

Parents and Nutrition.
16p. 1mf. L1 ED 250 074

Parent Problem Solving Scale

Similarity Effects and Age Differences in Children's Friendships.

27p. 1mf. L1 ED 250 063

State of the Art in Early Childhood Music and Research.

25p. 1mf. L1 ED 250 068

The Toddler and the Pre-Schooler. Unit for Child Studies. Selected Papers Number 29.

23p. 1mf. L1 ED 250 097

Understanding Children's Drawings: The Path to Manhood. With "Notes on the Study of Man," By Wolfgang Schad.

94p. 1mf. L1 ED 250 061

Preschool Curriculum

Learning How to Learn. Preschool Curriculum.

124p. 2mf. L1 ED 250 111

Preschool Education

Computers for the Preschool: Beyond the Basics.

21p. 1mf. L1 ED 250 057

Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.

89p. 1mf. L2 ED 250 083

Preschool Education 1980: Selective Bibliography. Part I and Part II.

827p. 9mf. L1 ED 250 056

Preschool Special Education. Research & Resources on Special Education: Issue V.

24p. 1mf. L1 ED 249 725

Preschool Staff Handbook.

53p. 1mf. L1 ED 250 112

Preschool Teachers

An Inservice Training Program to Increase Skills of Teachers in Prekindergarten Interest Centers.

109p. 2mf. L1 ED 250 104

More Talks with Teachers.

94p. 1mf. L1 ED 250 099

Preservice Teacher Education

An Evaluation of the Rationale for Required Teacher Education: Beginning Teachers with and without Teacher Preparation.

100p. 2mf. L1 ED 250 289

Citizenship Education, Global Education, and the Education of Social Studies Teachers.

14p. 1mf. L1 ED 250 256

Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.

66p. 1mf. L1 ED 250 168

PROTEACH: An Extended Preservice Teacher Preparation Program.

11p. 1mf. L1 ED 250 317

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Atlanta, Georgia, October 15-16, 1984).

Development Programs.
20p. 1mf. L1 ED 249 609

Remarks...to the Governor's Task Force on Teacher Education, Meeting at the College of Education, University of Arizona, February 16, 1984.
12p. 1mf. L1 ED 250 313

Resources Needed for an Excellent Teacher Preparation Program.
26p. 1mf. L1 ED 250 298

Vocational Education Programs at Virginia State University: Successful Features.
43p. 1mf. L1 ED 249 352

Program Length

PROTEACH: An Extended Preservice Teacher Preparation Program.
11p. 1mf. L1 ED 250 317

Restructuring Teacher Education: The University of New Hampshire's Five Year Program.
52p. 1mf. L1 ED 250 310

Program Proposals

Improving School Programs--Some Administrative Insights and Policy Guidelines.
25p. 1mf. L1 ED 249 650

Programers

On the Cognitive Effects of Learning Computer Programming: A Critical Look. Technical Report No. 9.
48p. 1mf. L2 ED 249 919

Programing

Chameleon in the Classroom: Developing Roles for Computers. Symposium. Technical Report No. 22.
65p. 1mf. L2 ED 249 921

Children's Mental Models of Recursive Logo Programs. Technical Report No. 10.
13p. 1mf. L1 ED 249 929

Logo Activities in Elementary Geometry.
50p. 1mf. L1 ED 250 174

Logo Programming and the Development of Planning Skills. Technical Report No. 16.
56p. 1mf. L1 ED 249 930

On the Cognitive Effects of Learning Computer Programming: A Critical Look. Technical Report No. 9.
48p. 1mf. L2 ED 249 919

On the Cognitive Prerequisites of Learning Computer Programming. Technical Report No. 18.
94p. 1mf. L1 ED 249 931

Spider World: A Robot Language for Learning to Program. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
29p. 1mf. L1 ED 250 178

Structured Interviews on Children's Conceptions of Computers. Technical Report No. 19.

Hospitality and Recreation Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
402p. 5mf. L1 ED 249 394

Recreation for the Mentally Retarded: A Handbook for Ward Personnel.
214p. 3mf. L1 ED 249 729

Recreational Activities

Recreation for the Mentally Retarded: A Handbook for Ward Personnel.
214p. 3mf. L1 ED 249 729

Recreational Reading

Manual for a Summer Reading Program.
75p. 1mf. L1 ED 249 997

Recursive Programing

Children's Mental Models of Recursive Logo Programs. Technical Report No. 10.
13p. 1mf. L1 ED 249 929

Reduction in Force

Decision Making in an Era of Fiscal Instability. Fastback 212.
42p. 1mf. L1 ED 249 631

Reducing the Impact of R.I.F.--An Incentive Program.
12p. 1mf. L1 ED 249 620

Reference Materials

Guide to Programs. Fiscal Year 1985.
91p. 1mf. L1 ED 250 149

Science Fiction: An Annotated Bibliography of Selected Resources in the University Libraries SUNY/Albany.
16p. 1mf. L1 ED 249 994

The Social Science Bibliographer as Detective: Selection Strategies for the Social Sciences.
16p. 1mf. L2 ED 250 013

Reference Services

Measurement and Evaluation of Reference/Information Service in Law School Depository Libraries: A Bibliography.
20p. 1mf. L1 ED 249 985

Reference Service in Rural Public Libraries.
74p. 1mf. L2 ED 250 012

Referral

The Identification Through Placement Process for Mildly Handicapped Students in Middle Schools.
337p. 4mf. L1 ED 249 735

Refugees

Entrepreneurial Training for Refugees: A Training Guide.
63p. 1mf. L1 ED 250 424

Regents Biology

Regents Biology Resource Units.
95p. 1mf. L1 ED 250 201

Regional Dialects

The Sound of English: A Bibliography of Language Recordings.

Working Paper Series.
12p. 1mf. L1 ED 250 022

School Community Relationship

Communication: A Tool for School Improvement.
66p. 1mf. L1 ED 249 636

Contract Vocational Education: The Missouri Model.
53p. 1mf. L1 ED 250 113

Franklin Elementary School Tutorial Enrichment Program in Elementary Education.
62p. 1mf. L1 ED 250 075

High School for the 21st Century.
11p. 1mf. L1 ED 249 613

Multifaceted Practical Experiences in Teacher Education Involving Joint Sponsorship of the Schools, Community and Teacher Educators.
21p. 1mf. L1 ED 250 280

Parent Participation in Decision-Making as Perceived by Parents, Teachers, Principals, and Board Members. A Summary Report.
43p. 1mf. L1 ED 249 569

Parents in Special Needs Schools: Perceptions of Their School & Community. Research Report.
21p. 1mf. L1 ED 250 339

Preliminary Market Analysis and Institutional Assessment.
65p. 1mf. L1 ED 250 048

Selling School Budgets in Hard Times. Fastback 215.
38p. 1mf. L1 ED 249 632

Superintendent-Community Relationship in the United States and Alaska.
26p. 1mf. L1 ED 249 616

Teachers' Perceptions of Their Students, Schools and Community. Research Report.
54p. 1mf. L1 ED 250 340

The Costs and Benefits of Openness: Sunshine Laws and Higher Education.
78p. 1mf. L2 ED 249 851

School Counseling

Positive Disciplinary Project.
20p. 1mf. L1 ED 249 640

School Demography

High School Profiles, 1982-83.
88p. 1mf. L1 ED 250 321

Status of K-12 Public Education in Colorado, 1984.
47p. 1mf. L1 ED 250 411

School Desegregation

Old and New Ideas about School Desegregation.
10p. 1mf. L1 ED 250 407

The Future of Desegregation and Urban Education.
13p. 1mf. L1 ED 250 406

School District Autonomy

Rassling with the Bear: The Once and Future Character of Local

Senile Dementia

Behavioral Approach to Improving Self-Care Skills in OBS Patients.
14p. 1mf. L1 ED 249 447

Sensitivity Training

Peter Elbow's "Believing Game": A Focus for a Writing Conference.
13p. 1mf. L1 ED 249 510

Sentence Structure

Contrastive Study of Korean and English Word Order.
118p. 2mf. L1 ED 249 771

Development in the Functionality of Grammatical Cues in Hebrew Sentence Comprehension.
11p. 1mf. L1 ED 249 778

Hualapai Reference Grammar.
599p. 7mf. L1 ED 250 132

Some Observations on the Syntactic Development of Discourse beyond Childhood.
10p. 1mf. L1 ED 249 776

Word on Final Words.
19p. 1mf. L1 ED 249 467

Services

An Impact Evaluation of the Resource Access Projects, 1982-1983.
245p. 3mf. L1 ED 250 069

Services Utilization

Barriers to Clinical Services among Chronically Mentally Ill Hispanics.
16p. 1mf. L1 ED 250 405

Sesotho

The Acquisition of Pragmatic Word Order in Sesotho.
9p. 1mf. L1 ED 249 788

Severe Disabilities

Investigating the Problem of Skill Generalization: Literature Review I.
59p. 1mf. L1 ED 249 738

Investigating the Problem of Skill Generalization. 2nd Edition.
65p. 1mf. L1 ED 249 737

Mother-Infant Engagements in Dyads with Handicapped and Nonhandicapped Infants: A Pilot Study.
24p. 1mf. L1 ED 249 701

Summer Programs for the Severely Handicapped. Evaluation Report.
315p. 4mf. L1 ED 249 758

Severe Mental Retardation

Computer Aided Implementation of Precision Teaching.
27p. 1mf. L1 ED 249 676

Decreasing Aggression Using Four-Point Restraints and Symbol Programs.
34p. 1mf. L1 ED 249 428

Programming DRO to Reduce Multiple Behaviors of Multiple Subjects.
23p. 1mf. L1 ED 249 733

Sex Bias

Using Oral Communication in the Regular Curriculum.
10p. 1mf. L1 ED 249 550
Winning Orations: An Historical, Comparative Perspective of the Interstate Oratorical Contest.
16p. 1mf. L1 ED 249 562

Speech Handicaps
California's New Eligibility Criteria: Legal and Program Implications.
36p. 1mf. L1 ED 249 744

Speech Instruction
Teaching Critical Thinking Skills in the Public Speaking Course: A Liberal Arts Perspective.
36p. 1mf. L1 ED 249 556
The Broader Educational Community Looks at Communication Education: What Are the Needs? How Can We Meet Them? The Perspective of a High School Director of Instruction-English.
6p. 1mf. L1 ED 249 551
The Use of Part-Time Faculty in Forensics.
13p. 1mf. L1 ED 249 567

Speech Skills
Oral Testing.
18p. 1mf. L1 ED 249 812
The Broader Educational Community Looks at Communication Education: What Are the Needs? How Can We Meet Them? The Perspective of a High School Director of Instruction-English.
6p. 1mf. L1 ED 249 551

Speeches
Rhetorical Choice in Mansfield's November 25, 1963 Eulogy.
19p. 1mf. L1 ED 249 566
Winning Orations: An Historical, Comparative Perspective of the Interstate Oratorical Contest.
16p. 1mf. L1 ED 249 562

Spelling
Seven Ways to Improve Spelling Instruction.
14p. 1mf. L1 ED 249 509
The Teaching of Spelling.
34p. 1mf. L2 ED 249 489

Spelling Instruction
Seven Ways to Improve Spelling Instruction.
14p. 1mf. L1 ED 249 509
The Teaching of Spelling.
34p. 1mf. L2 ED 249 489

Spouses
Testing "Compatibility Testing."
13p. 1mf. L1 ED 249 417

Staff Development
Effective Staff Development.
17p. 1mf. L1 ED 249 591
Excellence in the Making: A Preliminary Report.

Performance. REDEAL Research Report #9. Project REDEAL Research and Evaluation of Distance Education for the Adult Learner.
42p. 1mf. L1 ED 249 346

Guide to Stimulating Student Writing.
39p. 1mf. L1 ED 249 516

Janice: Becoming a Writer of English.
23p. 1mf. L1 ED 249 760

Readability and Reading Ability: Implications for the Classroom.
19p. 1mf. L1 ED 249 472

Student Needs

American Indian/Alaska Native Education: Quality in the Classroom.
90p. 1mf. L2 ED 250 137

Language Learning and the Practical Use of Language in School.
31p. 1mf. L2 ED 249 533

The Many Sides of Undergraduate Advisors.
10p. 1mf. L1 ED 249 915

Student Opinion Inventory

Report on the Results of the May, 1984 Survey of Northwestern High School Students and a Comparison of Survey Results for the Last Three Years.
87p. 1mf. L1 ED 250 400

Student Organizations

Develop a Personal Philosophy Concerning Vocational Student Organizations. Second Edition. Module H-1 of Category H--Vocational Student Organization. Professional Teacher Education Module Series.
33p. 1mf. L1 ED 249 373

Student Participation

Negotiation, Strategies, and Whose Fault Was It Anyway?
10p. 1mf. L1 ED 249 809

Student Personnel Services

Beyond Change: Managing the Multifaceted Role of the Academic Advisor. Proceedings of the National Conference on Academic Advising (7th, St. Louis, Missouri, October 23-26, 1983).
157p. 2mf. L2 ED 249 878

Evaluation of Napa Valley College's Student Orientation, Assessment, Advisement and Retention Program.
12p. 1mf. L1 ED 250 026

Facilitating Transfer through Student Support Services.
13p. 1mf. L1 ED 250 024

Guidelines for the Development of Computerized Student Information Systems.
35p. 1mf. L2 ED 250 021

Jefferson College Student Services: Annual Report for 1983-84.
77p. 1mf. L1 ED 250 017

Student Affairs Committee.
17p. 1mf. L2 ED 249 861

Student Services in Illinois Community Colleges: A Manual for Student Services Professionals.

The Characteristics of Effective Teacher Preparation Programs: A Review of Research.
59p. 1mf. L1 ED 250 314

The Next Generation of Teacher Preparation Programs.
44p. 1mf. L1 ED 250 288

Toward a More Desirable Profession.
21p. 1mf. L1 ED 250 293

Who Shall Teach English?
12p. 1mf. L1 ED 249 498

Teacher Educators

Research-Based Teacher Effectiveness Skills: Perceptions of Members of a Teacher Education Program.
68p. 1mf. L1 ED 250 274

Teacher Effectiveness

Current Research on Effective Classroom Management.
16p. 1mf. L1 ED 249 586

Interviewing First Year Teachers: Applicant Appraisal for Secondary School Principals.
39p. 1mf. L1 ED 249 654

Literacy Instruction in American Schools: Problems and Perspectives.
54p. 1mf. L1 ED 249 475

Making Our Schools More Effective: Proceedings of Three State Conferences.
322p. 4mf. L1 ED 249 576

Perspectives on Effective Teaching and the Cooperative Classroom. Analysis and Action Series.
51p. 1mf. L2 ED 250 279

Preparing Teachers for Schools of Choice.
26p. 1mf. L1 ED 250 295

Research and Teacher Effectiveness.
19p. 1mf. L1 ED 249 584

Research Bases for Teacher Education.
24p. 1mf. L1 ED 250 287

Teacher Assessment and Nonverbal Communication: The State of the Arts.
14p. 1mf. L1 ED 249 549

Teacher Education: An All-University Responsibility.
23p. 1mf. L1 ED 250 311

Teacher Effects.
25p. 1mf. L1 ED 249 585

The Effective Teacher: Educational Testing and Measurement as a Curriculum Concern.
30p. 1mf. L1 ED 250 388

The Missing Link in ESL Teacher Training.
15p. 1mf. L1 ED 249 813

The Next Generation of Teacher Preparation Programs.
44p. 1mf. L1 ED 250 288

Teacher Employment

1982-1983.
141p. 2mf. L1 ED 250 364

New Mexico High School Proficiency Examination/Diploma Endorsement District Report. 1983.
24p. 1mf. L1 ED 250 322

New Mexico High School Proficiency Examination (NMHSPE). District Report. 1982-83.
84p. 1mf. L1 ED 250 344

Report on the Results of the May, 1984 Survey of Northwestern High School Students and a Comparison of Survey Results for the Last Three Years.
87p. 1mf. L1 ED 250 400

Sex Bias in ASAT? ACER Research Monograph No. 24.
164p. 2mf. L2 ED 250 373

Testing Results for Minority Isolated Schools. Evaluation Services Department Report No. 350.
323p. 4mf. L1 ED 250 329

Test Specifications

Development and Verification of Instructionally Sensitive Achievement Tests.
30p. 1mf. L1 ED 250 387

Mathematics Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. Texas Assessment of Basic Skills.
58p. 1mf. L1 ED 250 379

Reading Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. and Grade 9. Texas Assessment of Basic Skills.
52p. 1mf. L1 ED 250 380

Test Theory

An Introduction to Multilinear Formula Score Theory. Measurement Series 84-4.
68p. 1mf. L1 ED 250 358

Measurement Scales and Standard Systems in Psychology.
9p. 1mf. L1 ED 250 398

Test Use

Development and Verification of Instructionally Sensitive Achievement Tests.
30p. 1mf. L1 ED 250 387

Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.
69p. 1mf. L1 ED 250 342

Summary of Guildelines for Test Users.
140p. 2mf. L1 ED 250 318

Tests in Use in California Community Colleges: Standardized Tests Most Used for Placement in English, Reading, ESL, and Math.
28p. 1mf. L1 ED 250 037

The Measurement of Test Anxiety.
38p. 1mf. L1 ED 250 336

The Early Childhood Education of Aboriginal Australians: A Review of Six Action-Research Projects.
191p. 2mf. L2 ED 250 145

U.S. Aid to Education in Paraguay: The Rural Education Development Project. A.I.D. Project Impact Evaluation Report No. 46.
116p. 2mf. L1 ED 250 138

Accessibility (for Disabled)

Report on Library Services to Disabled Persons in New South Wales, 1983.
102p. 2mf. L1 ED 249 721

Accountability

Meeting the Pepsi Challenge: Preparing Evaluation Programs for Scholastic Improvement.
10p. 1mf. L1 ED 249 425

Report of the Workshop on the Effort Reporting Requirements of OMB Circular A-21.
59p. 1mf. L1 ED 249 860

Accreditation (Institutions)

Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four.
70p. 1mf L1 ED 250 039

Planning and Accreditation: A Survey of Attitudes of Policymakers. Improving Community College Evaluation and Planning: Project Working Papers Numbers Five, Six, and Seven.
32p. 1mf. L1 ED 250 042

Quality Control of Teacher Preparation Programs through the Program Approval Process.
18p. 1mf. L1 ED 250 300

Recognition Manual for Illinois Public Community Colleges.
36p. 1mf. L1 ED 250 052

Regional and National Voluntary Accreditation. "The Place and Appropriate Future of National Accreditation."
21p. 1mf. L1 ED 250 309

Accrediting Agencies

Regional and National Voluntary Accreditation. "The Place and Appropriate Future of National Accreditation."
21p. 1mf. L1 ED 250 309

Transition or Transformation? Annual Report of the Executive Director of the Commission on Higher Education, 1983-84.
9p. 1mf. L1 ED 249 839

Acculturation

Education for Diversity: The Challenge of Cultural Pluralism. Inaugural Lecture.
28p. 1mf. L1 ED 250 408

Achievement Gains

Newton High School Project Capable, 1982-1983. O.E.E. Evaluation Report.
72p. 1mf. L1 ED 250 432

Which Is MINE/mine? Acquisition of Possessives in ASL and English.
9p. 1mf. L1 ED 249 784

Anaphora

Integration of Information during Language Comprehension: A Developmental Study.
10p. 1mf. L1 ED 249 777

Ancient History

Dinetah: Navajo History. Volume II.
187p. 2mf. L1 ED 250 143

Ancillary School Services

Charles R. Spain Career Enrichment Center, Delivery of Services Evaluation.
238p. 3mf. L1 ED 250 324

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: Final Report.
103p. 2mf. L1 ED 249 853

Facilitator's Manual: Summer Transitions. Fifth Edition.
162p. 2mf. L1 ED 249 862

Jefferson College Student Services: Annual Report for 1983-84.
77p. 1mf. L1 ED 250 017

Preschool Staff Handbook.
53p. 1mf. L1 ED 250 112

Related Services for Handicapped Students: Legal Considerations. Research & Resources on Special Education: Issue II.
20p. 1mf. L1 ED 249 722

Student Affairs Committee.
17p. 1mf. L2 ED 249 861

Student Services in Illinois Community Colleges: A Manual for Student Services Professionals.
29p. 1mf. L1 ED 250 032

Students Abroad: A Guide for Selecting a Foreign Education.
23p. 1mf. L1 ED 249 879

Animal Caretakers

Personal Service Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
83p. 1mf. L1 ED 249 385

Animals

Habitat Is Where It's At. A Coloring Book about Wildlife Habitat.
24p. 1mf. L1 ED 250 193

Issues regarding Nonformal Evaluation of Nonformal Education in Zoos.
19p. 1mf. L1 ED 250 172

Annotated Bibliographies

Preschool Education 1980: Selective Bibliography. Part I and Part II.
827p. 9mf. L1 ED 250 056

Anonymity of Respondents

The Effects of Rating Purpose and Anonymity on Self Ratings.
10p. 1mf. L1 ED 250 394

Strategies for Implementing Advising Programs.
51p. 1mf. L1 ED 250 023

Budgeting

Decision Making in an Era of Fiscal Instability. Fastback 212.
42p. 1mf. L1 ED 249 631

International Education & the Federal Budget Cycle.
13p. 1mf. L1 ED 249 866

The Creative Cost Management Strategies of Two School Districts.
56p. 1mf. L1 ED 249 663

The Legacy of Rational Budgeting Models in Education and a Proposal for the Future. Project Report No. 83-A21.
75p. 1mf. L1 ED 249 621

Budgets

An Impact Evaluation of the Resource Access Projects, 1981-1982.
352p. 4mf. L1 ED 250 077

An Impact Evaluation of the Resource Access Projects, 1982-1983.
245p. 3mf. L1 ED 250 069

Graduate Financial Planning and Debt Management Brochure.
33p. 1mf. L1 ED 249 913

Law School Financial Planning and Debt Management Brochure.
30p. 1mf. L1 ED 249 914

Selling School Budgets in Hard Times. Fastback 215.
38p. 1mf. L1 ED 249 632

The Higher Education System in Israel: Guidelines on the Development of the System and Its Planning for 1988 with a First Glance at 1995.
109p. 2mf. L1 ED 249 830

Undergraduate Financial Planning and Debt Management Brochure.
36p. 1mf. L1 ED 249 912

Building Design

High School for the 21st Century.
11p. 1mf. L1 ED 249 613

Bulgaria

Higher Education in Bulgaria.
117p. 2mf. L1 ED 249 870

Bus Drivers

Talk to the National School Transportation Association.
27p. 1mf. L1 ED 249 638

Business

Contract Vocational Education. The Missouri Model.
53p. 1mf. L1 ED 250 113

Corporate Tuition Aid Programs: A Directory of College Financial Aid for Employees at America's Largest Corporations.
329p. 4mf. L2 ED 249 911

Impact and Implications of Technological Change on Educational Institutions.
18p. 1mf. L1 ED 249 944

Rural Business, Economic Development, and Employment in New York State: A Preliminary Report.

People. Brief #24.
24p. 1mf. L1 ED 249 693

Classroom Communication

Cooperation in the Classroom: Students and Teachers Together. Analysis and Action Series.
66p. 1mf. L2 ED 250 278

Current Research on Effective Classroom Management.
16p. 1mf. L1 ED 249 586

How Is a Chinese Student Like a Thermos Bottle?
11p. 1mf. L1 ED 249 818

Teacher Assessment and Nonverbal Communication: The State of the Arts.
14p. 1mf. L1 ED 249 549

Classroom Environment

"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.
17p. 1mf. L2 ED 249 924

Computers and Girls: Rethinking the Issues. Technical Report No. 24.
22p. 1mf. L2 ED 249 922

Current Research on Effective Classroom Management.
16p. 1mf. L1 ED 249 586

Empowering Parents through Computer Literacy Training.
8p. 1mf. L1 ED 249 364

Guide to Easing Writing's Rigors: Having Fun with Language.
118p. 2mf. L1 ED 249 517

Perspectives on Effective Teaching and the Cooperative Classroom. Analysis and Action Series.
51p. 1mf. L2 ED 250 279

Self-Concept and Reading. Second Edition.
36p. 1mf. L1 ED 249 468

The Journal of Suggestive-Accelerative Learning and Teaching, Volume 5, Number 2.
76p. 1mf. L1 ED 249 814

Classroom Techniques

Bayesian Model for Determining Levels of Student Mastery.
24p. 1mf. L1 ED 250 382

Cooperation in the Classroom: Students and Teachers Together. Analysis and Action Series.
66p. 1mf. L2 ED 250 278

Cooperative Small-Group Learning.
7p. 1mf. L2 ED 249 625

Current Research on Effective Classroom Management.
16p. 1mf. L1 ED 249 586

Current Topics in Early Childhood Education. Volume IV.
p. 42mf. L3 ED 250 100

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.

Nonhandicapped Infants: A Pilot Study.
24p. 1mf. L1 ED 249 701

Self-Monitoring and Ability to Discriminate Incongruent Communication.
11p. 1mf. L1 ED 249 451

Communication Problems

North and Latin American Business Negotiations: An Assessment of Differences in Interpersonal Perception.
24p. 1mf. L1 ED 249 545

The Nature, Function, and Impact of Inmate Communication Patterns in a Maximum Security Prison.
38p. 1mf. L1 ED 249 544

Communication Research

Extending the Boundaries of Debate Theory: A Value-Bounded Policy Decision Making Paradigm.
44p. 1mf. L1 ED 249 561

New Relationship: Intercultural Communication and Discourse Analysis.
11p. 1mf. L1 ED 249 559

Physiological-Cognitive-Emotional Responses to Defense-Arousing Communication: Overview and Sex Differences.
29p. 1mf. L1 ED 249 558

Task Characteristics, Structural Characteristics, Organizational Relationships, and Communication Processes: A Contingency Approach to Job Performance: Phase II.
32p. 1mf. L1 ED 249 554

The Development of Discourse Planning Skills in Early and Late Adolescence.
21p. 1mf. L1 ED 249 547

The Information Acquisition Style and Decision-Making Mode of High-Level Managers in an Information Rich Environment.
19p. 1mf. L1 ED 249 552

The Nature, Function, and Impact of Inmate Communication Patterns in a Maximum Security Prison.
38p. 1mf. L1 ED 249 544

Winning Orations: An Historical, Comparative Perspective of the Interstate Oratorical Contest.
16p. 1mf. L1 ED 249 562

Communication Skills

Beginning French - Interactants' Communication Strategies.
19p. 1mf. L1 ED 249 798

Communicating, Understanding and Coping: For Children and Adults.
51p. 1mf. L2 ED 250 085

Communication Difficulties and Visually Handicapped People.
10p. 1mf. L1 ED 249 675

Communication Problems of the Mentally Handicapped. Occasional Paper No. 28.
156p. 2mf. L1 ED 249 673

Communication: A Tool for School Improvement.

94p. 1mf. L1 ED 250 061

Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 2: The Second Grade Data.

135p. 2mf. L1 ED 249 535

What Every Teacher Should Know about Semiotics.

12p. 1mf. L1 ED 250 282

Concept Teaching

The Planning and Teaching Intermediate Science Study: Final Report. Research Series No. 147.

43p. 1mf. L1 ED 250 161

Conceptual Frameworks

Education and Support for Parents: A Challenge for Group Practice in the Coming Decade.

29p. 1mf. L1 ED 250 103

Conceptual Tempo

On the Relationship between Impulsivity and Field-Dependence in Hearing-Impaired Children.

12p. 1mf. L1 ED 249 757

Concerns Based Adoption Model

Making Change Happen: A Case Study of School District Implementation.

128p. 2mf. L1 ED 250 162

Multi-Dimensional Approach for Assessing Implementation Success. R&D Report No. 3157.

32p. 1mf. L1 ED 250 328

Conference Papers

School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .

194p. 3mf. L1 ED 250 196

Conferences

Sex Equity in the Liberal Arts and Sciences: Policy Implementation via Gender-Balancing the Curriculum in Southern Institutions of Higher Education.

44p. 1mf. L1 ED 249 854

Conflict Resolution

Affect and Causal Attribution in Marital Conflicts: An Exploratory Study.

54p. 1mf. L1 ED 249 419

Alternatives to Violence: A Manual for Teaching Peacemaking to Youth and Adults.

137p. 2mf. L1 ED 250 254

Managing Controversial Meetings.

10p. 1mf. L1 ED 249 665

Political Debate Formats: A State-of-the-Art Review.

47p. 1mf. L1 ED 249 555

Congress 98th

Children, Youth, and Families of the Mountain West. Hearing before the Select Committee on Children, Youth, and Families. House of

on the Information Policy Implications of Archiving Satellite Data, regarding the Archiving Requirements of the Proposed Transfer to the Private Section of the U. S. Civil Space Remote-Sensing Satellite Systems.
63p. 1mf. L1 ED 250 173

Data Analysis

Census Users Manual. Improving Community College Evaluation and Planning.
64p. 1mf. L1 ED 250 045

Management and Research Perspectives on the CFK School Climate Instrument.
19p. 1mf. L1 ED 249 619

Data Collection

Guidelines for the Development of Computerized Student Information Systems.
35p. 1mf. L2 ED 250 021

Data Interpretation

The Efficacy of Multidimensional Line-Printer Graphics for Cluster Recovery.
22p. 1mf. L1 ED 250 390

Data Processing

Business and Office Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
277p. 3mf. L1 ED 249 382

Processing and Data Distribution within the Research Libraries Information Network.
276p. 3mf. L1 ED 249 993

Database Management Systems

Classroom Software for the Information Age. Technical Report No. 23.
12p. 1mf. L1 ED 249 933

Information Management Tools for Classrooms: Exploring Database Management Systems. Technical Report No. 28.
33p. 1mf. L2 ED 249 925

Databases

Classroom Software for the Information Age. Technical Report No. 23.
12p. 1mf. L1 ED 249 933

Information Management Tools for Classrooms: Exploring Database Management Systems. Technical Report No. 28.
33p. 1mf. L2 ED 249 925

National Education Practice File. Final Report. Evaluation Report.
430p. 5mf. L1 ED 250 015

Dating (Social)

Testing "Compatibility Testing."
13p. 1mf. L1 ED 249 417

Day Care

An Impact Evaluation of the Resource Access Projects, 1982-1983.
245p. 3mf. L1 ED 250 069

Divorce

Children and Loss. Part 1: A Teacher's View: The Child in the Single Parent and Blended Family. Part 2: Helping Children Cope with Loss. Unit for Child Studies. Selected Papers Number 25.

20p. 1mf. L1 ED 250 093

Patterns and Implications of Child Support and Enforcement Practices for Children's Well-Being. Working Paper No. 128.

18p. 1mf. L2 ED 250 079

The Child in the Divorcing Family. Unit for Child Studies. Selected Papers Number 22.

16p. 1mf. L1 ED 250 090

Donors

Private Sector Funding Available to Foreign Scholars and Students in the United States.

60p. 1mf. L2 ED 249 849

Drafting

Industrial Communications Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

76p. 1mf. L1 ED 249 389

Drama

Popular Theatre and Participatory Research. Bosele Tshwaraganang Publications No. 12.

31p. 1mf. L1 ED 250 223

Dramatics

The Missing Link in ESL Teacher Training.

15p. 1mf. L1 ED 249 813

Drinking

Adolescents in Crisis: Parental Involvement. Hearing before the Subcommitte on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining How Best to Help Adolescents with Problems of Alcohol Abuse, Drug Dependence, Premature Sexual Involvement, and Mental Illness.

257p. 3mf. L2 ED 249 456

Driver Education

Talk to the National School Transportation Association.

27p. 1mf. L1 ED 249 638

Dropout Characteristics

Attrition from an Adolescent Addiction Treatment Program: A Cross Validation.

15p. 1mf. L1 ED 249 444

First-Time Student Questionnaire: An Attempt to Identify Those Applicants Most Likely Not to Register.

11p. 1mf. L1 ED 250 020

Dropout Prevention

An Attrition Study of the Off Duty Air Force Education Program at McConnell AFB.

18p. 1mf. L1 ED 249 370

Participation and Equity in Australian Schools. The Goal of Full

19p. 1mf. L1 ED 249 584

The Future of Desegregation and Urban Education.
13p. 1mf. L1 ED 250 406

1981 Alberta Social Studies Curriculum.
158p. 2mf. L1 ED 250 250

Educational Opportunities

Elementary, Secondary and Higher Education in Rural New York State: A Preliminary Report.
47p. 1mf. L1 ED 250 131

The Future of Desegregation and Urban Education.
13p. 1mf. L1 ED 250 406

Educational Philosophy

Contemporary Issues Reader One: A Humanistic View of Diversity and Commonality in the Tribal and American Indian Community.
75p. 1mf. L2 ED 250 119

Perspective on Effective Schools.
10p. 1mf. L1 ED 249 577

Teaching Mathematics in the Elementary School (A Collection of Essays).
119p. 2mf. L1 ED 250 169

Educational Planning

Challenge for Third-World Education: Changing Male/Female Literacy in Pakistan.
23p. 1mf. L1 ED 249 469

Chameleon in the Classroom: Developing Roles for Computers. Symposium. Technical Report No. 22.
65p. 1mf. L2 ED 249 921

Decision Making in an Era of Fiscal Instability. Fastback 212.
42p. 1mf. L1 ED 249 631

Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.
66p. 1mf. L1 ED 250 168

High Tech for Schools: Problems and Solutions. AASA Critical Issues Report.
98p. 2mf. L1 ED 249 606

Investigation of Problems of Implementing Curriculum in Primary Schools in Somalia. African Studies in Curriculum Development & Evaluation.
34p. 1mf. L1 ED 250 167

Meeting the Pepsi Challenge: Preparing Evaluation Programs for Scholastic Improvement.
10p. 1mf. L1 ED 249 425

Prospects and Challenges for Using Microcomputers in School. Technical Report No. 7.
23p. 1mf. L1 ED 249 927

Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (9th, Bangkok, Thailand, March 20-26, 1984). Final Report.

Employment Patterns

Follow-Up of Occupational Students Enrolled at Harper College, 1982-1983. Volume XIII, No. 4.
24p. 1mf. L1 ED 250 034

Hispanics: Challenges and Opportunities. A Look at the Demographic, Economic, Social, and Political Situation of Hispanics in the United States Today, and at the Ford Foundation's Initiatives to Address the Needs and Impact of this Growing Population. Working Paper No. 435.
70p. 1mf. L2 ED 250 121

The Growth of the Information Sector in Texas.
26p. 1mf. L1 ED 250 002

Employment Programs

Community Based Organizations. The Challenges of the Job Training Partnership Act.
28p. 1mf. L1 ED 249 345

Program Effects of JTPA on Community-Based Organizations.
32p. 1mf. L1 ED 249 344

What's Happening to CBOs under JTPA and Where Do We Go from Here? Highlights of the NYEC Survey.
22p. 1mf. L1 ED 249 343

Employment Projections

Higher Education and Manpower Planning: A Comparative Study of Planned and Market Economies.
136p. 2mf. L1 ED 249 871

Employment Qualifications

The Rhetoric of the Resume.
10p. 1mf. L1 ED 249 537

Empowerment

Empowering Parents through Computer Literacy Training.
8p. 1mf. L1 ED 249 364

Encoding (Psychology)

Word on Final Words.
19p. 1mf. L1 ED 249 467

Energy

Energy and Economics for the Elementary Grades. Unit I (Grades K-6). Lessons and Activities for the Elementary Grades.
121p. 2mf. L1 ED 250 187

Energy and Economics for the Senior High Grades. Unit III. Lessons and Activities for the Senior High Grades.
170p. 2mf. L1 ED 250 188

Energy and Transportation Lessons for the Elementary Grades.
178p. 2mf. L1 ED 250 189

Energy and Transportation Lessons for the Senior High Grades.
144p. 2mf. L1 ED 250 191

Energy and Transportation Lessons for the Middle Grades.
103p. 2mf. L1 ED 250 190

Energy. A National Need, A National Challenge.
26p. 1mf. L2 ED 250 192

Development & Evaluation.
132p. 2mf. L1 ED 250 154

Family Influence

Adolescent Career Development and the Family System.
9p. 1mf. L2 ED 249 423

Cognitive Factors in Substance Abuse: The Case for Early Learning.
12p. 1mf. L1 ED 249 445

Illness in the Family: Old Myths and New Truths! Unit for Child Studies. Selected Papers Number 19.
16p. 1mf. L1 ED 250 087

The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.
132p. 2mf. L1 ED 250 154

Family Life

Father's Role in His Child's Development. Unit for Child Studies. Selected Papers Number 20.
16p. 1mf. L1 ED 250 088

The Women's Lifepaths Study: The Course of Role-Innovation over 14 Years.
5p. 1mf. L1 ED 249 841

Family Problems

Children and Loss. Part 1: A Teacher's View: The Child in the Single Parent and Blended Family. Part 2: Helping Children Cope with Loss. Unit for Child Studies. Selected Papers Number 25.
20p. 1mf. L1 ED 250 093

Children, Youth, and Families of the Mountain West. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First session (Salt Lake City, UT, December 6, 1983).
294p. 4mf. L1 ED 250 107

Family Relationship

Reflections on Deviance in 1984: Selected Papers from the 1984 Midwest Symposium in Behavior Disorders. National Needs Analysis in Behavior Disorders.
70p. 1mf. L1 ED 249 671

The Qualitative Construction of Family Histories: The Problem of Multiple Realities and Causality in the Press for Independence.
16p. 1mf. L1 ED 249 678

Family Role

Leisure Effects on the Family & Family Effects on Leisure Services. Proceedings of the AALR/AAHPERD Pre-convention Symposium (Anaheim, California, March 29, 1984).
26p. 1mf. L1 ED 250 281

Family Size

Households, Families, Marital Status, and Living Arrangements: March 1984 (Advance Report).
11p. 1mf. L1 ED 250 070

Family Structure

"Notes on the Study of Man," By Wolfgang Schad.
94p. 1mf. L1 ED 250 061

French

Beginning French - Interactants' Communication Strategies.
19p. 1mf. L1 ED 249 798

French--Communications. Guidelines for the Teacher. Education Office Bulletin No. 19: 1976-77.
35p. 1mf. L1 ED 249 803

French--Core Program. Intermediate Level. Youth Education: Teaching Guide No. 21.
52p. 1mf. L1 ED 249 802

French--Core Program. Introductory Level Guidelines. Youth Education: Teaching Guide No. 2.
60p. 1mf. L1 ED 249 800

French--Core Program. Senior Level. Youth Education: Teaching Guide No. 22.
43p. 1mf. L1 ED 249 801

Metropolitan French: Familiarization & Short-Term Training.
600p. 7mf. L1 ED 249 775

Reading - French, Second Language. Introductory to Senior Levels. Youth Education: Teaching GUide No. 42.
38p. 1mf. L1 ED 249 804

The Immersion Phenomenon: English-Speaking Canadians Come to Grips with the Country's Language Duality = l'enseignement immersif: le Canada anglais se dote d'un instrument efficace pour soutenir la gageure du biblinguisme.
145p. 2mf. L1 ED 249 762

The Teaching of French in the People's Republic of China.
18p. 1mf. L1 ED 249 806

Freshman Composition

Case Study, Course Study: A Contextualized Investigation of a Writing Course.
29p. 1mf. L1 ED 249 487

Friendship

Similarity Effects and Age Differences in Children's Friendships.
27p. 1mf. L1 ED 250 063

Social Relations in Children with Learning Disabilities Revisited: Social Status, Perceived Social Competence, and Conceptions of Friendship.
12p. 1mf. L1 ED 249 683

Fringe Benefits

Corporate Tuition Aid Programs: A Directory of College Financial Aid for Employees at America's Largest Corporations.
329p. 4mf. L2 ED 249 911

Fuel Consumption

How to Cut Costs by Saving School Bus Fuel.
17p. 1mf. L1 ED 249 666

Functions (Mathematics)

Handbook of Mathematical Functions with Formulas, Graphs, and

Guide to Expository Writing.
97p. 2mf. L1 ED 249 518

The Reading Skills of Home Economics: Problems and Selected References.
13p. 1mf. L1 ED 249 476

Home Furnishings

Home Economics Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
539p. 6mf. L1 ED 249 391

Home Study

Homework. Selected References.
20p. 1mf. L1 ED 250 275

Homemakers

Homemaker Reaction to EFNEP/Food Stamp Pilot Nutrition Education Project. A 1983 Pennsylvania and Massachusetts Survey. Extension Studies 92.
42p. 1mf. L1 ED 249 363

Homesharing Project

Homesharing: A Project for the Community and the College. NCCSCE Working Paper Series.
12p. 1mf. L1 ED 250 022

Homework

Homework Practices, Achievements, and Behaviors of Elementary School Students.
27p. 1mf. L1 ED 250 351

Homework. Selected References.
20p. 1mf. L1 ED 250 275

Homosexuality

Annotated Filmography of Selected Films with Lesbian/Gay Content.
32p. 1mf. L2 ED 250 230

Hospitality Occupations

Hospitality and Recreation Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
402p. 5mf. L1 ED 249 394

Hospitalized Children

The Visually Impaired Preschooler with an Emphasis on Medical Intervention.
21p. 1mf. L1 ED 249 698

Household Workers

Personal Service Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
83p. 1mf. L1 ED 249 385

Housework

Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.
53p. 1mf. L2 ED 250 080

Housing

Homesharing: A Project for the Community and the College. NCCSCE Working Paper Series.

216p. 3mf. L1 ED 250 179

Instructionally Effective Schools

Delphi Analysis of the Instructionally Effective School.
17p. 1mf. L1 ED 249 580

Instructions

Effects of Preliminary Directions on Table- and Graph-Using Proficiencies of Upper Elementary Schoolers.
60p. 1mf. L1 ED 250 389

Insurance

Malpractice Insurance Requirements in Counselor Education Master's Degree Programs: A Survey.
15p. 1mf. L1 ED 249 422

Insurance Companies

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employee's Manual. Office Occupations.
19p. 1mf. L1 ED 249 397

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet I. Office Occupations.
119p. 2mf. L1 ED 249 398

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet II. Office Occupations.
67p. 1mf. L1 ED 249 399

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet V. Office Occupations.
39p. 1mf. L1 ED 249 402

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employer's Manual. Office Occupations.
265p. 3mf. L1 ED 249 396

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet IV. Office Occupations.
32p. 1mf. L1 ED 249 401

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet III. Office Occupations.
94p. 1mf. L1 ED 249 400

Integrated Activities

Guide to Integrating Language Arts.
52p. 1mf. L1 ED 249 512

The Child as Critic: Teaching Literature in Elementary and Middle Schools. Second Edition.
p. 68mf. L3 ED 249 527

Integrated Curriculum

Guide to Integrating Language Arts.
52p. 1mf. L1 ED 249 512

Integrated Science Education Worldwide. International Conference (Nijmegen, Netherlands, March 28-April 7, 1978).
129p. 2mf. L1 ED 250 181

The Broader Educational Community Looks at Communication Education: What Are the Needs? How Can We Meet Them? The Perspective of a High School Director of Instruction-English.

37p. 1mf. L2 ED 250 267

Students Are Also Citizens: First Amendment Rights of Students. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
48p. 1mf. L2 ED 250 262

The Crime Question: Rights and Responsibilities of Citizens. Instructor's Manual. Major Issues in American Government. Law in Social Studies Series.
83p. 1mf. L2 ED 250 249

The Crime Question: Rights and Responsibilities of Citizens. Student Edition. Major Issues in American Government. Law in Social Studies Series.
26p. 1mf. L2 ED 250 248

To Prosecute or Not? Enforcement of Federal Criminal Regulatory Statutes. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
46p. 1mf. L2 ED 250 263

With Interest It Comes To...Unconscionable Clauses in Sales Contracts. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
42p. 1mf. L2 ED 250 270

Youth-in-Action Program Implementation Manual. Revised Edition.
59p. 1mf. L2 ED 250 259

Law Students

Law School Financial Planning and Debt Management Brochure.
30p. 1mf. L1 ED 249 914

Leadership

Decision Making in Educational Settings. Fastback 211.
37p. 1mf. L1 ED 249 630

Leadership Qualities

Who's in Charge Here: The What and How of Leadership.
10p. 1mf. L1 ED 249 433

Leadership Responsibility

Issues for School Improvement.
14p. 1mf. L1 ED 249 581

Who's in Charge Here: The What and How of Leadership.
10p. 1mf. L1 ED 249 433

Leadership Styles

Three Principal Styles of Facilitating School Improvement.
13p. 1mf. L1 ED 249 582

Who's in Charge Here: The What and How of Leadership.
10p. 1mf. L1 ED 249 433

Leadership Training

Group Membership: An Integrative Approach to Teaching Small Group Knowledge and Practice Skill.
21p. 1mf. L1 ED 249 416

Instructional Management Academy.
6p. 1mf. L1 ED 249 583

Model for Teaching Group Dynamics to Occupational Therapy

p. 68mf. L3 ED 249 527
Three American Literatures: Essays in Chicano, Native American, and Asian-American Literature for Teachers of American Literature.
p. 65mf. L3 ED 249 529

Literature Reviews
Improving Female Mathematics Achievement.
44p. 1mf. L1 ED 250 198
Management Training in Educational Systems.
39p. 1mf. L1 ED 249 628
What Students in the Intermediate Grades Don't Know about Fractions and What To Do about it.
7p. 1mf. L1 ED 250 158

Loan Repayment
Graduate Financial Planning and Debt Management Brochure.
33p. 1mf. L1 ED 249 913
Institutional Financial Planning and Debt Management Manual.
55p. 1mf. L1 ED 249 910
Law School Financial Planning and Debt Management Brochure.
30p. 1mf. L1 ED 249 914
Undergraduate Financial Planning and Debt Management Brochure.
36p. 1mf. L1 ED 249 912

Lobbying
International Education & the Federal Budget Cycle.
13p. 1mf. L1 ED 249 866
The Politics of Federal Aid to Education.
11p. 1mf. L1 ED 249 611

Local Government
Government and Management in Rural New York State: A Preliminary Report.
50p. 1mf. L1 ED 250 130

Local Planning and Budgeting Model
The Legacy of Rational Budgeting Models in Education and a Proposal for the Future. Project Report No. 83-A21.
75p. 1mf. L1 ED 249 621

Locus of Control
Developing Perceptions of Control: Cross-Sectional and Longitudinal Analyses.
30p. 1mf. L1 ED 249 458

Logic
Introduction to Number Systems, Boolean Algebra, Logic Circuits. Navy Electricity and Electronics Training Series. Module 13.
107p. 2mf. L1 ED 250 152
Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
26p. 1mf. L1 ED 250 176

Logical Thinking
Effects of Self-Control and Thinking Tools Training on Academic Performance of Undergraduate Venezuelan Students.

47p. 1mf. L1 ED 249 981

Memory: As It Relates to Children Ages 9 to 12 Years. Skills Essential to Learning Television Project: Working Paper.

36p. 1mf. L1 ED 249 982

Person Memory in Good Intuitive Judges of Personality.

9p. 1mf. L1 ED 249 438

Self-Management as an Essential Skill: What the Business Literature Suggests. Skills Essential to Learning Television Project: Research Report.

61p. 1mf. L1 ED 249 983

State of the Art in Early Childhood Music and Research.

25p. 1mf. L1 ED 250 068

The Effects of Age and Modality on Digit Span Performance.

11p. 1mf. L1 ED 249 418

The Influence of the Knowledge Base on the Development of Mnemonic Strategies.

10p. 1mf. L1 ED 250 352

Mental Disorders

Adolescents in Crisis: Parental Involvement. Hearing before the Subcommitte on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining How Best to Help Adolescents with Problems of Alcohol Abuse, Drug Dependence, Premature Sexual Involvement, and Mental Illness.

257p. 3mf. L2 ED 249 456

Barriers to Clinical Services among Chronically Mentally Ill Hispanics.

16p. 1mf. L1 ED 250 405

Mental Health Clinics

Barriers to Clinical Services among Chronically Mentally Ill Hispanics.

16p. 1mf. L1 ED 250 405

Mental Retardation

Classification of Residential Facilities for Mentally Retarded People. Brief #24.

24p. 1mf. L1 ED 249 693

Communication Difficulties and Visually Handicapped People.

10p. 1mf. L1 ED 249 675

Communication Problems of the Mentally Handicapped. Occasional Paper No. 28.

156p. 2mf. L1 ED 249 673

Effects on Learning of Relaxation Training with Mentally Retarded Adults.

18p. 1mf. L1 ED 249 412

Issues in Human Rights: A Guide for Parents, Professionals, Policymakers and All Those Who Are Concerned about the Rights of Mentally Retarded and Developmentally Disabled People.

79p. 1mf. L1 ED 249 727

Makaton in the 1980's.

28p. 1mf. L1 ED 250 124

School District Cash Management. Program Audit.
43p. 1mf. L1 ED 249 652

SUNY Community College Learning Resources Professional Staff Status and Salary Survey, 1983-84.
28p. 1mf. L1 ED 249 917

New Zealand

New Zealand: A Study of the Educational System of New Zealand and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
100p. 2mf. L2 ED 249 894

Newberry Library IL

Public Services in Research Libraries: A Self-Study. The Newberry Library.
54p. 1mf. L2 ED 250 006

Newbery Award

Guide to Newbery Medal Winners and Honor Books, 1977-1984.
38p. 1mf. L1 ED 249 536

News Media

Media for People in Cities: A Study of Community Media in the Urban Context.
242p. 3mf. L2 ED 249 540

News Reporting

Television and Its News: A Discrepancy Examination.
26p. 1mf. L1 ED 249 553

News Writing

Improving Internal Communication.
141p. 2mf. L2 ED 249 842

Newspapers

Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.
82p. 1mf. L2 ED 250 260

Nigeria

Teacher Participation in Mathematics Curriculum Development and Implementation in Three Northern States of Nigeria.
387p. 5mf. L1 ED 250 151

Noncollege Bound Students

Expressed and Tested Vocational Interests of Vocational Technical Students versus Non-College Bound Students Using the Career Assessment Inventory.
16p. 1mf. L1 ED 249 415

Nondiscriminatory Education

Report of the Evaluation of the Race/Human Relations Program. Student and Staff Program and Long Range Goals. Baseline Year 1982-83. Evaluation Services Department Report No. 348.
502p. 6mf. L1 ED 250 326

Nonformal Education

Issues regarding Nonformal Evaluation of Nonformal Education in Zoos.

Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.
26p. 1mf. L1 ED 250 058

Parent Responsibility

Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.
53p. 1mf. L2 ED 250 080

Parental Discretion Advised: Televised Warning Statements and Parental Attitudes.
18p. 1mf. L1 ED 249 564

Parent Role

Father's Role in His Child's Development. Unit for Child Studies. Selected Papers Number 20.
16p. 1mf. L1 ED 250 088

Interactive Radio in the Classroom: Ten Years of Proven Success.
22p. 1mf. L1 ED 249 791

Leisure Effects on the Family & Family Effects on Leisure Services. Proceedings of the AALR/AAHPERD Pre-convention Symposium (Anaheim, California, March 29, 1984).
26p. 1mf. L1 ED 250 281

School Answers Back: Responding to Student Drug Use.
158p. 2mf. L2 ED 249 450

The Parent as an Informal Teacher. Unit for Child Studies. Selected Papers Number 21.
13p. 1mf. L1 ED 250 089

Parent School Relationship

An Inservice Training Program to Increase Skills of Teachers in Prekindergarten Interest Centers.
109p. 2mf. L1 ED 250 104

Franklin Elementary School Tutorial Enrichment Program in Elementary Education.
62p. 1mf. L1 ED 250 075

Parent Participation in Decision-Making as Perceived by Parents, Teachers, Principals, and Board Members. A Summary Report.
43p. 1mf. L1 ED 249 569

Parent Teacher Cooperation

The Parent as an Informal Teacher. Unit for Child Studies. Selected Papers Number 21.
13p. 1mf. L1 ED 250 089

Parent to Parent Model

Roots and Wings, Volumes I and II. Parent-to-Parent Dissemination, Phases I and II.
515p. 6mf. L2 ED 250 064

Parenting Skills

Communicating, Understanding and Coping: For Children and Adults.
51p. 1mf. L2 ED 250 085

Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.
26p. 1mf. L1 ED 250 058

15p. 1mf. L1 ED 250 301

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume I.

64p. 1mf. L1 ED 250 305

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume II.

94p. 1mf. L1 ED 250 306

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Minneapolis, Minnesota, September 25-26, 1984).

14p. 1mf. L1 ED 250 290

The Characteristics of Effective Teacher Preparation Programs: A Review of Research.

59p. 1mf. L1 ED 250 314

The Missing Link in ESL Teacher Training.

15p. 1mf. L1 ED 249 813

The Schools and Preservice Education: Expectations and Reasonable Solutions.

12p. 1mf. L1 ED 250 294

Who Shall Teach English?

12p. 1mf. L1 ED 249 498

Prevention

Implementation of a Program for the Prevention of Learning Disabilities.

27p. 1mf. L1 ED 249 703

It Shouldn't Hurt to Be a Child.

17p. 1mf. L1 ED 250 106

Review of Interventions in the Field of Prevention of Adolescent Pregnancy. Preliminary Report.

55p. 1mf. L1 ED 250 409

Principals

Inducting Student Teachers: The Role of the Secondary School Principal.

19p. 1mf. L1 ED 249 617

Instructional Management Academy.

6p. 1mf. L1 ED 249 583

Issues for School Improvement.

14p. 1mf. L1 ED 249 581

Making Our Schools More Effective: Proceedings of Three State Conferences.

322p. 4mf. L1 ED 249 576

Multi-Dimensional Approach for Assessing Implementation Success. R&D Report No. 3157.

32p. 1mf. L1 ED 250 328

Teachers and Principals: May 1984. ERS Educator Opinion Poll. Reporting the Opinions, Status, and Experiences of American Public School Educators.

41p. 1mf. L1 ED 249 932

Programing (Broadcast)

"On the Level" Final Report on Formative Evaluation. Research Report 77.
91p. 1mf. L1 ED 249 964

"On the Level". Formative Evaluation: Alone vs. Lonely. Research Report 74.
47p. 1mf. L1 ED 249 961

"On the Level". Formative Evaluation: Career Aspirations. Research Report 75.
49p. 1mf. L1 ED 249 962

"On the Level". Formative Evaluation: Changing Family Relationships. Research Report 73.
39p. 1mf. L1 ED 249 960

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.
48p. 1mf. L1 ED 249 959

"On the Level". Formative Evaluation: Conflict/Feelings/Self-Concept. Research Report 71.
77p. 1mf. L1 ED 249 958

"ThinkAbout" Content Analysis: Final Report.
100p. 2mf. L1 ED 249 954

Affective Television in the Special Education Environment: The Use of "Inside/Out" with Learning Disabled and Emotionally Handicapped Boys. Research Report 66.
33p. 1mf. L1 ED 249 956

An Empirical Investigation of Media Program Preferences and Tastes.
21p. 1mf. L1 ED 249 543

Evaluation of ABC Early Education Broadcasts: Preschool Correspondence Survey.
73p. 1mf. L1 ED 250 072

Formative Evaluation: Friendship/Peers/Prejudice/Thinking. Research Report 76.
15p. 1mf. L1 ED 249 963

It Figures: A Survey of Users. Research Report 92.
37p. 1mf. L1 ED 249 975

Public Access Cable Television: Extending the Production Laboratory for College Students.
18p. 1mf. L1 ED 249 565

Structural Analysis of Four Religious Programs: The Effect of Program Structure on Ethos.
39p. 1mf. L1 ED 249 563

The "Give & Take" Formative Evaluation. Research Report 87.
73p. 1mf. L1 ED 249 971

Project ABC NY

Project A.B.C. Bronx Academic Bilingual Career Program, 1982-1983. O.E.E. Evaluation Report.
70p. 1mf. L1 ED 250 431

82p. 1mf. L1 ED 249 508

Regional Schools

U.S. Aid to Education in Paraguay: The Rural Education Development Project. A.I.D. Project Impact Evaluation Report No. 46.
116p. 2mf. L1 ED 250 138

Rehabilitation Act 1973

Oversight and Reauthorization Hearing on the Rehabilitation Act of 1983. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session (March 21 and 23, 1983).
446p. 5mf. L1 ED 249 748

Rehabilitation Amendments of 1983. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, First Session on S. 1340. To Revise and Extend the Rehabilitation Act of 1973 and to Extend the Developmental Disability Assistance and Bill of Rights Act, and for Other Purposes. (Midvale, Utah).
102p. 2mf. L1 ED 249 754

Reinforcement

Programming DRO to Reduce Multiple Behaviors of Multiple Subjects.
23p. 1mf. L1 ED 249 733

Related Services

Related Services for Handicapped Students: Legal Considerations. Research & Resources on Special Education: Issue II.
20p. 1mf. L1 ED 249 722

Relationship Termination

Multidimensional Scaling of Attachments and Relationship Loss.
19p. 1mf. L1 ED 249 460

Relaxation Training

Acupressure for Educators: An Illustrated Workbook for the Practice of Simple Acupressure Techniques. Experiencing Energy. Third Edition.
44p. 1mf. L1 ED 249 746

Effects on Learning of Relaxation Training with Mentally Retarded Adults.
18p. 1mf. L1 ED 249 412

Relevance (Education)

American Indian/Alaska Native Education: Quality in the Classroom.
90p. 1mf. L2 ED 250 137

An Evaluation of the Rationale for Required Teacher Education: Beginning Teachers with and without Teacher Preparation.
100p. 2mf. L1 ED 250 289

Humanities and Business: The Twain Shall Meet--But How?
9p. 1mf. L1 ED 250 224

Petra: Learning to Read at 45.
22p. 1mf. L1 ED 249 761

Preparing Educational Administrators for the Year 2000 and Beyond.
9p. 1mf. L1 ED 249 618

Teacher Certification Struggle in New Jersey. Appendices.

Curriculum Development.
34p. 1mf. L1 ED 249 664

School District Reorganization

Area Service Agencies for North Dakota Schools?
45p. 1mf. L1 ED 249 627

School District Size

Problems in Determining School District Need for Hurd Aid and Alternatives to the Revenue Shortfall Approach for Determining Need.
28p. 1mf. L1 ED 249 612

School District Spending

Problems in Determining School District Need for Hurd Aid and Alternatives to the Revenue Shortfall Approach for Determining Need.
28p. 1mf. L1 ED 249 612

The Creative Cost Management Strategies of Two School Districts.
54p. 1mf. L1 ED 249 663

School District Wealth

Problems in Determining School District Need for Hurd Aid and Alternatives to the Revenue Shortfall Approach for Determining Need.
28p. 1mf. L1 ED 249 612

School Districts

Collaboration for Educational Excellence and Equity.
16p. 1mf. L1 ED 250 272

Post Certification Development of Teachers and Administrators.
27p. 1mf. L1 ED 250 291

Preemployment Inquiries: Avoiding Pitfalls in the Hiring Process. Obtain the Person Best Qualified and Suited for a Particular Position in a Public School District without Invading Their Privacy. Avoid Charges of Discrimination and Bias in Hiring.
33p. 1mf. L2 ED 249 635

School District Cash Management. Program Audit.
43p. 1mf. L1 ED 249 652

Testing Results for Minority Isolated Schools. Evaluation Services Department Report No. 350.
323p. 4mf. L1 ED 250 329

The Comprehensive Education Plan, SY 1984-85. Quality Teaching and Learning: A Blueprint for Continued Success.
623p. 7mf. L1 ED 249 604

School Effectiveness

Action Goals of the Utah State Board of Education, Commencing in 1984.
14p. 1mf. L1 ED 249 642

Citizen's Notebook for Effective Schools.
373p. 4mf. L1 ED 249 655

Delphi Analysis of the Instructionally Effective School.
17p. 1mf. L1 ED 249 580

Effective Staff Development.

Guide to Newbery Medal Winners and Honor Books, 1977-1984.
38p. 1mf. L1 ED 249 536

Without Bias? How Selected Employee Publications Depict the Roles of Women and Men within the Corporate Structure.
40p. 1mf. L2 ED 249 485

Sex Differences

Computers and Girls: Rethinking the Issues. Technical Report No. 24.
22p. 1mf. L2 ED 249 922

Differences in Grade Point Averages of Male and Female College Students Having Different Majors and Piagetian Operational Levels.
12p. 1mf. L1 ED 249 448

Improving Female Mathematics Achievement.
44p. 1mf. L1 ED 250 198

Physiological-Cognitive-Emotional Responses to Defense-Arousing Communication: Overview and Sex Differences.
29p. 1mf. L1 ED 249 558

Science in Schools, Age 11: Report No. 2. Assessment of Performance Unit.
p. 61mf. L3 ED 250 185

Sex Bias in ASAT? ACER Research Monograph No. 24.
164p. 2mf. L2 ED 250 373

Sex Differences in Student Attitudes and Behavior toward Drugs over a Decade. Research Report 8-83.
16p. 1mf. L1 ED 249 455

Sex Differences in Student Sexual Attitudes and Behaviors: A Ten Year Comparison. Research Report 7-83.
15p. 1mf. L1 ED 249 454

Sex Differences in Teachers' Assessments of Their Students' Social Competence.
23p. 1mf. L1 ED 250 102

The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.
132p. 2mf. L1 ED 250 154

Sex Discrimination

Hearing on Women's Educational Equity Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 11 To Extend through Fiscal Year 1989 the Authorization of Appropriations for Certain Education Programs, and for Other Purposes.
210p. 3mf. L1 ED 250 226

Surviving the Transition from Graduate Student to Assistant Professor.
11p. 1mf. L1 ED 249 867

Sex Education

An Evaluation of the Youth Awareness Program (YAP), School Year 1983-84.

41p. 1mf. L1 ED 250 413

Improving Instruction with School-Site Support Teams.
12p. 1mf. L1 ED 249 594

Making Change Happen: A Case Study of School District Implementation.
128p. 2mf. L1 ED 250 162

Management Development at Hewlett-Packard.
9p. 1mf. L1 ED 249 592

Moving toward Continuous School Improvement.
9p. 1mf. L1 ED 249 590

Planning, Equipping and Staffing a Document Reprographic Service: A RAMP Study with Guidelines.
92p. 1mf. L2 ED 250 005

School Improvement through Staff Development: The Coaching of Teaching.
8p. 1mf. L1 ED 249 593

Staff Computer Literacy in the Community College: A Resource Inventory and Directory, 1984.
55p. 1mf. L1 ED 250 050

Strategies for Faculty Development, K-12: A Review of the Journal Literature.
18p. 1mf. L1 ED 249 614

The California Mentor Teacher Program.
6p. 1mf. L1 ED 249 595

Staff Orientation

Preschool Staff Handbook.
53p. 1mf. L1 ED 250 112

Stages of Concern

Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum.
29p. 1mf. L1 ED 250 163

Staging (Text)

Staging and Text Comprehensibility: It's What's "Up Front" That Counts.
27p. 1mf. L2 ED 249 473

Standardization

An Analysis of WAIS-R Performance by Sample Stratification Variables Used during Standardization.
24p. 1mf. L1 ED 249 409

Standardized Tests

Equating Instructional Accomplishment Inventories and Standardized Achievement Tests.
30p. 1mf. L1 ED 250 391

Summary of Guildelines for Test Users.
140p. 2mf. L1 ED 250 318

Testing Teachers for Certification and Recertification.
15p. 1mf. L1 ED 250 299

Tests in Use in California Community Colleges: Standardized Tests Most Used for Placement in English, Reading, ESL, and Math.

29p. 1mf. L1 ED 250 032

Student Personnel Workers

Beyond Change: Managing the Multifaceted Role of the Academic Advisor. Proceedings of the National Conference on Academic Advising (7th, St. Louis, Missouri, October 23-26, 1983).
157p. 2mf. L2 ED 249 878

Student Placement

Alternative School Programming for Behavior Disordered Children.
27p. 1mf. L1 ED 249 670

Australia: A Study of the Educational System of Australia and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
278p. 3mf. L2 ED 249 884

Colombia: A Study of the Educational System of Colombia and a Guide to the Academic Placement of Students from Colombia in Educational Institutions of the United States.
148p. 2mf. L2 ED 249 885

Greece: A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 888

Guide to the Academic Placement of Students from Ghana in Educational Institutions of the United States.
57p. 1mf. L2 ED 249 887

Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States.
112p. 2mf. L2 ED 249 890

Japan: A Guide to the Academic Placement of Students from Japan in Educational Institutions of the United States.
43p. 1mf. L2 ED 249 891

Jordan: A Study of the Educational System of Jordan and a Guide to the Academic Placement of Students from Jordan in Educational Institutions of the United States.
29p. 1mf. L2 ED 249 892

Mexico: A Study of the Educational System of Mexico and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
292p. 4mf. L2 ED 249 895

New Zealand: A Study of the Educational System of New Zealand and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
100p. 2mf. L2 ED 249 894

Peru: A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 896

Republic of Indonesia: A Study of the Educational System of the Republic of Indonesia and a Guide to the Academic Placement of

Interviewing First Year Teachers: Applicant Appraisal for Secondary School Principals.
39p. 1mf. L1 ED 249 654

Teacher Evaluation

Role Set Determinants of Teacher Reports of Classroom Behavior.
23p. 1mf. L1 ED 250 371

Self-Directed Program for Developing Teacher and Administrator Evaluation Procedures.
143p. 2mf. L1 ED 249 570

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Final Report.
230p. 3mf. L1 ED 249 661

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Summary Report.
71p. 1mf. L1 ED 249 662

Teacher Performance Evaluation Plan: A Personalized Approach to Supervision, Staff Development, and Evaluation. An Implementation Guide. Revised Edition.
51p. 1mf. L1 ED 249 574

The Effective Teacher: Educational Testing and Measurement as a Curriculum Concern.
30p. 1mf. L1 ED 250 388

Teacher Expectations

Role Set Determinants of Teacher Reports of Classroom Behavior.
23p. 1mf. L1 ED 250 371

Teacher Improvement

An Inservice Training Program to Increase Skills of Teachers in Prekindergarten Interest Centers.
109p. 2mf. L1 ED 250 104

Effective Staff Development.
17p. 1mf. L1 ED 249 591

Improving Instruction with School-Site Support Teams.
12p. 1mf. L1 ED 249 594

The California Mentor Teacher Program.
6p. 1mf. L1 ED 249 595

Teacher Influence

Research on Teacher Expectations.
15p. 1mf. L1 ED 249 587

Teacher Effects.
25p. 1mf. L1 ED 249 585

Teacher Orientation

Crossing the Bridge: The First Years of Teaching.
21p. 1mf. L1 ED 250 292

Teacher Participation

Rassling with the Bear: The Once and Future Character of Local

Using Proficiency Rating Scales with High School Foreign Language Learners.
18p. 1mf. L1 ED 249 767

Test Validity

Brief Form of the Multidimensional Aptitude Battery (MAB).
14p. 1mf. L1 ED 250 383

Comparison of Three Reading Tests for Determining Reading Grade Level of Navy Recruits.
17p. 1mf. L1 ED 249 481

Equating Instructional Accomplishment Inventories and Standardized Achievement Tests.
30p. 1mf. L1 ED 250 391

The ACT Assessment: Implications of Recent Research.
23p. 1mf. L1 ED 250 330

The Development of the Economics Values Inventory. Report to the Foundation for Teaching Economics.
75p. 1mf. L1 ED 250 243

Testing Problems

The Testing Issue. Proceedings of a Conference Held at Alabama State University (Montgomery, Alabama, April 12-13, 1984).
49p. 1mf. L1 ED 250 378

Testing Programs

Evaluation of Napa Valley College's Student Orientation, Assessment, Advisement and Retention Program.
12p. 1mf. L1 ED 250 026

Maryland Accountability Testing Program Annual Report. School Year 1982-1983.
141p. 2mf. L1 ED 250 364

Maryland Accountability Testing Program Annual Report. School Year 1981-1982.
143p. 2mf. L1 ED 250 363

Mathematics Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. Texas Assessment of Basic Skills.
58p. 1mf. L1 ED 250 379

Reading Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. and Grade 9. Texas Assessment of Basic Skills.
52p. 1mf. L1 ED 250 380

Student Achievement in California Schools: 1982-83 Annual Report. California Assessment Program.
213p. 3mf. L2 ED 250 376

Tests in Use in California Community Colleges: Standardized Tests Most Used for Placement in English, Reading, ESL, and Math.
28p. 1mf. L1 ED 250 037

Tests

Test Information: A Selective Annotated Bibliography. Bibliography Series Fourteen.
25p. 1mf. L1 ED 250 377

Texas

Part West High School "At Your Service," 1982-1983. O.E.E. Evaluation Report.

90p. 1mf. L1 ED 250 430

Project L'Ouverture, 1982-1983. O.E.E. Evaluation Report.

58p. 1mf. L1 ED 250 428

Project MAS, 1982-1983. O.E.E. Evaluation Report.

78p. 1mf. L1 ED 250 427

Seward Park High School Project Superemos, 1982-1983. O.E.E. Evaluation Report.

60p. 1mf. L1 ED 250 429

The Bilingual Program in Auxiliary Services for High Schools, 1982-1983. O.E.E. Evaluation Report.

110p. 2mf. L1 ED 250 434

The Effective Teacher: Educational Testing and Measurement as a Curriculum Concern.

30p. 1mf. L1 ED 250 388

The Testing Issue. Proceedings of a Conference Held at Alabama State University (Montgomery, Alabama, April 12-13, 1984).

49p. 1mf. L1 ED 250 378

Achievement Tests

Development and Verification of Instructionally Sensitive Achievement Tests.

30p. 1mf. L1 ED 250 387

Equating Instructional Accomplishment Inventories and Standardized Achievement Tests.

30p. 1mf. L1 ED 250 391

ACT Assessment

The ACT Assessment: Implications of Recent Research.

23p. 1mf. L1 ED 250 330

Action Research

Identifying Effective Practices and Programs: A Guide Book.

94p. 1mf. L1 ED 249 615

School Context, New Contexts and School Change.

14p. 1mf. L1 ED 250 372

Activism

Free Speech at Berkeley: "University as Factory," An Argument from Analogy.

18p. 1mf. L1 ED 249 546

Women's Participation in European Peace Movements: The Struggle to Prevent World War I.

40p. 1mf. L1 ED 250 241

Acupuncture

Acupressure for Educators: An Illustrated Workbook for the Practice of Simple Acupressure Techniques. Experiencing Energy. Third Edition.

44p. 1mf. L1 ED 249 746

Adams County School District 12 CO

Student Management on School Buses.

12p. 1mf. L1 ED 249 608

Antisocial Behavior

Causal Chains: Intervening Causation and Attribution of Responsibility.

35p. 1mf. L1 ED 249 420

Anxiety

"On the Level". Formative Evaluation: Career Aspirations. Research Report 75.

49p. 1mf. L1 ED 249 962

Acupressure for Educators: An Illustrated Workbook for the Practice of Simple Acupressure Techniques. Experiencing Energy. Third Edition.

44p. 1mf. L1 ED 249 746

Effects on Learning of Relaxation Training with Mentally Retarded Adults.

18p. 1mf. L1 ED 249 412

Apartheid

South Africa/Time Running Out.

65p. 1mf. L2 ED 250 247

Applied Developmental Psychology

Applied Developmental Psychology: What Is Its Relationship to School Psychology?

8p. 1mf. L1 ED 249 441

Applied Principles Achievement Test

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research.

111p. 2mf. L1 ED 249 354

Aptitude Tests

Brief Form of the Multidimensional Aptitude Battery (MAB).

14p. 1mf. L1 ED 250 383

Aptitude Treatment Interaction

Factors Effecting Learner Motivation in Distance Education: The Interaction between Learner Attributes and Learner Course Performance. REDEAL Research Report #9. Project REDEAL Research and Evaluation of Distance Education for the Adult Learner.

42p. 1mf. L1 ED 249 346

The Role of Prior Knowledge and Strategy-Shifting in Spatial Ability.

11p. 1mf. L1 ED 250 319

Architectural Character

High School for the 21st Century.

11p. 1mf. L1 ED 249 613

Archives

Guide to Records in the National Archives of the United States Relating to American Indians.

504p. 6mf. L1 ED 250 136

Guide to the Records Relating to Science and Technology in the British Public Record Office: A RAMP Study.

319p. 4mf. L2 ED 250 003

31p. 1mf. L1 ED 250 125

Self-Management as an Essential Skill: What the Business Literature Suggests. Skills Essential to Learning Television Project: Research Report.
61p. 1mf. L1 ED 249 983

Business Communication

North and Latin American Business Negotiations: An Assessment of Differences in Interpersonal Perception.
24p. 1mf. L1 ED 249 545

Without Bias? How Selected Employee Publications Depict the Roles of Women and Men within the Corporate Structure.
40p. 1mf. L2 ED 249 485

Business Education

Business and Office Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
277p. 3mf. L1 ED 249 382

Humanities and Business: The Twain Shall Meet--But How?
9p. 1mf. L1 ED 250 224

Cable Television

Public Access Cable Television: Extending the Production Laboratory for College Students.
18p. 1mf. L1 ED 249 565

Calculators

Calculator Problem Solving. Using Calculators to Teach Mathematics and Problem Solving: A Calculator Resource Manual for Teachers (K-8) and Principals. Second Edition.
p. 31mf. L3 ED 250 150

Problem Solving in Mathematics, Grade 8. Lane County Mathematics Project. With Teacher's Commentary and Answers.
258p. 3mf. L2 ED 250 212

California

California's New Eligibility Criteria: Legal and Program Implications.
36p. 1mf. L1 ED 249 744

Census Users Manual. Improving Community College Evaluation and Planning.
64p. 1mf. L1 ED 250 045

Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine.
36p. 1mf. L1 ED 250 043

Final Summary of Legislation Affecting Community Colleges, 1983-84 Session.
35p. 1mf. L1 ED 250 031

Information System Support. Improving Community College Evaluation and Planning: Project Working Paper Number Eight.
27p. 1mf. L1 ED 250 040

Meeting the Costs of Attending College. A Staff Analysis of the Demographic Characteristics and Financial Circumstances of California Undergraduates. Commission Report 84-15.

22p. 1mf. L1 ED 250 197

Effective Instructional Practices in Bilingual Education.
44p. 1mf. L1 ED 249 768

French--Communications. Guidelines for the Teacher. Education Office Bulletin No. 19: 1976-77.
35p. 1mf. L1 ED 249 803

French--Core Program. Intermediate Level. Youth Education: Teaching Guide No. 21.
52p. 1mf. L1 ED 249 802

French--Core Program. Introductory Level Guidelines. Youth Education: Teaching Guide No. 2.
60p. 1mf. L1 ED 249 800

French--Core Program. Senior Level. Youth Education: Teaching Guide No. 22.
43p. 1mf. L1 ED 249 801

Interactive Radio in the Classroom: Ten Years of Proven Success.
22p. 1mf. L1 ED 249 791

Learning How to Learn. Preschool Curriculum.
124p. 2mf. L1 ED 250 111

Perspectives on Effective Teaching and the Cooperative Classroom. Analysis and Action Series.
51p. 1mf. L2 ED 250 279

Reading - French, Second Language. Introductory to Senior Levels. Youth Education: Teaching GUide No. 42.
38p. 1mf. L1 ED 249 804

Research Bases for Teacher Education.
24p. 1mf. L1 ED 250 287

Seven Ways to Improve Spelling Instruction.
14p. 1mf. L1 ED 249 509

Teaching EST without Becoming a Scientist: A Practical Technique.
11p. 1mf. L1 ED 249 765

The Journal of Suggestive-Accelerative Learning and Teaching, Volume 5, Number 2.
76p. 1mf. L1 ED 249 814

Clinical Diagnosis

Validity of DSM-III Alcoholism Diagnoses: Inadequacy of the "Medical Model."
16p. 1mf. L1 ED 249 443

Clothing

Home Economics Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
539p. 6mf. L1 ED 249 391

Cluster Analysis

Quantitative Criteria for Academic Research Libraries.
142p. 2mf. L2 ED 249 988

The Impacts of the Age-Structure of Net Migration on the Economic and Socioeconomic Characteristics of Texas Counties, 1960-1980.
25p. 1mf. L1 ED 250 134

Cluster Grouping

66p. 1mf. L1 ED 249 636

Deaf Children in Communication. A Study of Communicative Strategies Used by Deaf Children in Social Interactions.

271p. 3mf. L1 ED 249 750

Dentist-Patient Communication. A Report to the General Dental Council.

277p. 3mf. L1 ED 249 763

Early Development of Vocal and Signed Language in Hearing and Deaf Fraternal Twins.

38p. 1mf. L1 ED 249 714

Evaluating the Communicative Proficiency of Overseas Dentists. Annex to General Dental Council Report.

87p. 1mf. L1 ED 249 764

French--Communications. Guidelines for the Teacher. Education Office Bulletin No. 19: 1976-77.

35p. 1mf. L1 ED 249 803

How Is a Chinese Student Like a Thermos Bottle?

11p. 1mf. L1 ED 249 818

The Development of Discourse Planning Skills in Early and Late Adolescence.

21p. 1mf. L1 ED 249 547

The Role of Inference in Effective Communication.

16p. 1mf. L1 ED 249 742

Communications

Communication and Media Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

151p. 2mf. L1 ED 249 388

Improving Internal Communication.

141p. 2mf. L2 ED 249 842

Communicative Competence (Languages)

Communicative Competence Approaches to Language Proficiency Assessment: Research and Application. Multilingual Matters 9.

170p. 2mf. L1 ED 249 793

Foreign Teaching Assistants in U.S. Universities.

138p. 2mf. L2 ED 249 843

Negotiation, Strategies, and Whose Fault Was It Anyway?

10p. 1mf. L1 ED 249 809

Communicator Style

Structural Analysis of Four Religious Programs: The Effect of Program Structure on Ethos.

39p. 1mf. L1 ED 249 563

Community Action

Community Based Organizations. The Challenges of the Job Training Partnership Act.

28p. 1mf. L1 ED 249 345

What's Happening to CBOs under JTPA and Where Do We Go from Here? Highlights of the NYEC Survey.

22p. 1mf. L1 ED 249 343

Community Change

Representatives, Ninety-Eighth Congress, First session (Salt Lake City, UT, December 6, 1983).
294p. 4mf. L1 ED 250 107

Congruence (Psychology)

Self-Monitoring and Ability to Discriminate Incongruent Communication.
11p. 1mf. L1 ED 249 451

Conjunctions

Developmental Issues in the Acquisition of Conjunction.
10p. 1mf. L1 ED 249 779

Conservation (Concept)

How Children Think. Unit for Child Studies. Selected Papers Number 30.
35p. 1mf. L1 ED 250 098

Constitutional Law

Bill of Rights in Tribal Constitutions. First Draft .
38p. 1mf. L1 ED 250 135

School Board Members' Opinions and Awareness of Legal Parameters concerning School Prayer.
11p. 1mf. L1 ED 249 624

Consumer Economics

The "Give & Take" Formative Evaluation. Research Report 87.
75p. 1mf. L1 ED 249 971

Consumer Education

With Interest It Comes To...Unconscionable Clauses in Sales Contracts. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
42p. 1mf. L2 ED 250 270

Consumer Protection

Parental Discretion Advised: Televised Warning Statements and Parental Attitudes.
18p. 1mf. L1 ED 249 564

Content Analysis

Literature Sources in Elementary and Early Childhood Education.
287p. 3mf. L1 ED 250 066

Recent Detrimental and Distinguished Books about Hispanic People and Cultures.
9p. 1mf. L1 ED 250 116

Structural Analysis of Four Religious Programs: The Effect of Program Structure on Ethos.
39p. 1mf. L1 ED 249 563

Television Criticism: A Multifarious Approach.
70p. 1mf. L2 ED 249 557

Winning Orations: An Historical, Comparative Perspective of the Interstate Oratorical Contest.
16p. 1mf. L1 ED 249 562

Without Bias? How Selected Employee Publications Depict the Roles of Women and Men within the Corporate Structure.
10p. 1mf. L2 ED 249 485

An Impact Evaluation of the Resource Access Projects, 1981-1982.
352p. 4mf. L1 ED 250 077

New Zealand Early Childhood Care and Education Bibliography, 1979-1982, with ERIC Descriptors.
113p. 2mf. L1 ED 250 081

Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.
63p. 1mf. L2 ED 250 082

The First Annual Health Promotion in Day Care Conference (Washington, D.C., April 7, 1984). Conference Proceedings Report.
26p. 1mf. L1 ED 250 105

The People Program--Parenting and Stress Education in an Industrial Setting.
7p. 1mf. L1 ED 249 368

Day Care Centers

Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.
63p. 1mf. L2 ED 250 082

Deafness

An Analysis of the Language Development of Hearing Impaired Children.
22p. 1mf. L1 ED 249 751

Application of Feuerstein's Mediated Learning Construct to Deaf Persons.
15p. 1mf. L1 ED 249 743

Deaf Children in Communication. A Study of Communicative Strategies Used by Deaf Children in Social Interactions.
271p. 3mf. L1 ED 249 750

Deafness: Explorations into a Community and Its Culture.
13p. 1mf. L1 ED 249 696

Early Development of Vocal and Signed Language in Hearing and Deaf Fraternal Twins.
38p. 1mf. L1 ED 249 714

Effects of Context on Deaf Students' Comprehension of Difficult Sentences.
19p. 1mf. L1 ED 249 752

Effects of Instruction through Total Communication on Deaf Children's English Language Development.
31p. 1mf. L1 ED 249 713

Hemispheric Specialization and Implications for Education of the Hearing Impaired.
18p. 1mf. L1 ED 249 753

On the Relationship between Impulsivity and Field-Dependence in Hearing-Impaired Children.
12p. 1mf. L1 ED 249 757

The Acquisition of Task-Specific Word Formation Devices in American Sign Language.

Secondary Education.
44p. 1mf. L1 ED 249 603

The Peninsula Academies. Second Yearly Interim Report.
60p. 1mf. L1 ED 249 357

Dropout Research

Research: A Report of the Planning and Research Branch.
76p. 1mf. L1 ED 250 133

Dropouts

Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.
51p. 1mf. L1 ED 250 421

Follow-Up of Occupational Students Enrolled at Harper College, 1982-1983. Volume XIII, No. 4.
24p. 1mf. L1 ED 250 034

Drug Education

An Evaluation of the Youth Awareness Program (YAP), School Year 1983-84.
42p. 1mf. L1 ED 250 415

School Answers Back: Responding to Student Drug Use.
158p. 2mf. L2 ED 249 450

Using Media Resources to Explore Drug Use in Society: A Special 5th Grade Drug Education Lesson That Makes Use of Library Media Resources.
73p. 1mf. L1 ED 249 431

Drug Rehabilitation

Attrition from an Adolescent Addiction Treatment Program: A Cross Validation.
15p. 1mf. L1 ED 249 444

Drug Use

Adolescents in Crisis: Parental Involvement. Hearing before the Subcommitte on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining How Best to Help Adolescents with Problems of Alcohol Abuse, Drug Dependence, Premature Sexual Involvement, and Mental Illness.
257p. 3mf. L2 ED 249 456

Health Services: Clinical. Pharmacy Aide. Instructor's Manual. Competency-Based Education.
82p. 1mf. L1 ED 249 376

School Answers Back: Responding to Student Drug Use.
158p. 2mf. L2 ED 249 450

Sex Differences in Student Attitudes and Behavior toward Drugs over a Decade. Research Report 8-83.
16p. 1mf. L1 ED 249 455

Due Process

Regulations of the Commissioner of Education. Subchapter P. Pursuant to Sections 207 and 4403 of the Education Law. Part 200--Handicapped Children, Effective July 1, 1984. As Amended

185p. 2mf. L2 ED 250 139

Research: A Report of the Planning and Research Branch.
76p. 1mf. L1 ED 250 133

The Comprehensive Education Plan, SY 1984-85. Quality Teaching and Learning: A Blueprint for Continued Success.
623p. 7mf. L1 ED 249 604

Educational Policy

Constructing Humane Computing Environments in Educational Institutions.
26p. 1mf. L1 ED 249 571

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.
102p. 2mf. L2 ED 249 464

Focus on Reform: State Action to Improve Schooling in Illinois. Annual Report.
36p. 1mf. L1 ED 250 414

Planning and Accreditation: A Survey of Attitudes of Policymakers. Improving Community College Evaluation and Planning: Project Working Papers Numbers Five, Six, and Seven.
32p. 1mf. L1 ED 250 042

Reform and Development of Tertiary Education in Europe. Recommendations.
104p. 2mf. L1 ED 249 831

Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (9th, Bangkok, Thailand, March 20-26, 1984). Final Report.
185p. 2mf. L2 ED 250 139

Restarting Voluntary Leave and Academically Dismissed Students.
11p. 1mf. L1 ED 249 858

Sex Equity in the Liberal Arts and Sciences: Policy Implementation via Gender-Balancing the Curriculum in Southern Institutions of Higher Education.
44p. 1mf. L1 ED 249 854

Solutions Unlimited: Delphi Study on Policy Issues in the Introduction and Management of Computers in the Classroom. Research Report 90.
94p. 1mf. L1 ED 249 973

Special Programs: A Manual of Policies, Procedures and Guidelines. Revised .
231p. 3mf. L1 ED 249 749

The Current Provision for Further and Higher Education in Wales. Coombe Lodge Working Paper. Information Bank Number 1627.
14p. 1mf. L1 ED 249 857

The Growth of the Information Sector in Texas.
26p. 1mf. L1 ED 250 002

Educational Practices

In the Middle: Perspectives on Transescence and Middle School Education.
50p. 1mf. L1 ED 250 078

Energy Conservation

Energy and Economics for the Elementary Grades. Unit I (Grades K-6). Lessons and Activities for the Elementary Grades.
121p. 2mf. L1 ED 250 187

Energy and Economics for the Senior High Grades. Unit III. Lessons and Activities for the Senior High Grades.
170p. 2mf. L1 ED 250 188

Energy Education

Energy and Economics for the Elementary Grades. Unit I (Grades K-6). Lessons and Activities for the Elementary Grades.
121p. 2mf. L1 ED 250 187

Energy and Economics for the Senior High Grades. Unit III. Lessons and Activities for the Senior High Grades.
170p. 2mf. L1 ED 250 188

Energy and Transportation Lessons for the Middle Grades.
103p. 2mf. L1 ED 250 190

Energy and Transportation Lessons for the Elementary Grades.
178p. 2mf. L1 ED 250 189

Energy and Transportation Lessons for the Senior High Grades.
144p. 2mf. L1 ED 250 191

Energy. A National Need, A National Challenge.
26p. 1mf. L2 ED 250 192

Engineering

Guide to Programs. Fiscal Year 1985.
91p. 1mf. L1 ED 250 149

The Science and Engineering Talent Pool. Proceedings of the Joint Meeting of the Scientific Manpower Commission and the Engineering Manpower Commission (Washington, District of Columbia, May 15, 1984).
83p. 1mf. L2 ED 250 204

Engineers

The Science and Engineering Talent Pool. Proceedings of the Joint Meeting of the Scientific Manpower Commission and the Engineering Manpower Commission (Washington, District of Columbia, May 15, 1984).
83p. 1mf. L2 ED 250 204

England

Evaluating Residential Institutions.
16p. 1mf. L1 ED 250 108

Gender and the Social Order in Early Modern England.
18p. 1mf. L1 ED 250 218

English

Contrastive Study of Korean and English Word Order.
118p. 2mf. L1 ED 249 771

English Pyramids: Using Hierarchical Diagrams for Communication Activities.
29p. 1mf. L1 ED 249 816

Profile of Preparation in English: Phase II.
22p. 1mf. L2 ED 250 369

Households, Families, Marital Status, and Living Arrangements: March 1984 (Advance Report).
11p. 1mf. L1 ED 250 070

Father Attitudes

Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.
53p. 1mf. L2 ED 250 080

Fathers

Father's Role in His Child's Development. Unit for Child Studies. Selected Papers Number 20.
16p. 1mf. L1 ED 250 088

Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.
53p. 1mf. L2 ED 250 080

Fear

Fear of Crime in the Elderly: A Longitudinal Study.
12p. 1mf. L1 ED 249 457

Federal Aid

Arkansas Department of Education: 1983 Evaluation Report, Chapter 1, ECIA.
43p. 1mf. L1 ED 250 410

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.
27p. 1mf. L1 ED 249 723

President Signs Technical Amendments Bill for Chapters 1 and 2.
7p. 1mf. L1 ED 250 404

The Politics of Federal Aid to Education.
11p. 1mf. L1 ED 249 611

Federal Government

Church-State Separation: Recent Trends and Developments.
35p. 1mf. L1 ED 250 417

International Education & the Federal Budget Cycle.
13p. 1mf. L1 ED 249 866

The Right to Education: Reaganism, Reaganomics, or Human Capital? Occasional Paper, 1983, No. 5.
95p. 1mf. L1 ED 250 403

Federal Indian Relationship

Bill of Rights in Tribal Constitutions. First Draft .
38p. 1mf. L1 ED 250 135

Contemporary Navajo Affairs: Navajo History Volume III, Part B.
304p. 4mf. L1 ED 250 144

Guide to Records in the National Archives of the United States Relating to American Indians.
504p. 6mf. L1 ED 250 136

Federal Legislation

Children, Youth, and Families of the Mountain West. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First session (Salt Lake City, UT, December 6, 1983).

Mathematical Tables. National Bureau of Standards Applied Mathematics Series 55. Tenth Printing.
1076p. 12mf. L1 ED 250 164

Fund Raising

Securing Business and Industry Support for Community Colleges: A Follow-Up Study on the California Association of Community Colleges Commission on Vocational Education 1982 Statewide Vocational Education Study. ACCCA Management Report, 1984-5/1.
18p. 1mf. L1 ED 250 018

Futures (of Society)

Beyond Growth: The Next Stage in Language and Area Studies.
450p. 5mf. L1 ED 249 805

Gifted Education in the 80's: Pitfalls and Possibilities.
14p. 1mf. L1 ED 249 712

Handbook for Conducting Future Studies in Education.
50p. 1mf. L1 ED 249 646

High School for the 21st Century.
11p. 1mf. L1 ED 249 613

Look at the Future from the College Union and Activities Perspective.
6p. 1mf. L1 ED 249 840

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume I.
64p. 1mf. L1 ED 250 305

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume III.
77p. 1mf. L1 ED 250 307

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (San Francisco, California, October 22-23, 1984).
142p. 2mf. L1 ED 250 312

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Austin, Texas, October 4-5, 1984).
68p. 1mf. L1 ED 250 296

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume II.
94p. 1mf. L1 ED 250 306

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Minneapolis, Minnesota, September 25-26, 1984).
14p. 1mf. L1 ED 250 290

The Future as Fiction.
11p. 1mf. L1 ED 250 238

The Next Generation of Teacher Preparation Programs.
44p. 1mf. L1 ED 250 288

12p. 1mf. L1 ED 250 022

Housing Needs

Community Facilities, Housing and Community Renewal in New York State: A Preliminary Report.

32p. 1mf. L1 ED 250 127

Housing Opportunities

Homesharing: A Project for the Community and the College. NCCSCE Working Paper Series.

12p. 1mf. L1 ED 250 022

Hualapai

Hualapai Reference Grammar.

599p. 7mf. L1 ED 250 132

Human Capital

The Right to Education: Reaganism, Reaganomics, or Human Capital? Occasional Paper, 1983, No. 5.

95p. 1mf. L1 ED 250 403

Human Relations

Human Relations and Community Life in Rural New York State: A Preliminary Report.

43p. 1mf. L1 ED 250 123

Report of the Evaluation of the Race/Human Relations Program. Student and Staff Program and Long Range Goals. Baseline Year 1982-83. Evaluation Services Department Report No. 348.

502p. 6mf. L1 ED 250 326

Humanistic Education

Education for International Understanding. Report of Regional Seminar on the Development of Unesco Associated Schools Project in Asia and the Pacific (Seoul, Republic of Korea, October 27-31, 1981).

118p. 2mf. L1 ED 250 244

Humanities

Trends in Humanities Programming.

74p. 1mf. L1 ED 250 014

Humanities Instruction

Humanities and Business: The Twain Shall Meet--But How?

9p. 1mf. L1 ED 250 224

Selected Exemplary Projects in the Humanities.

45p. 1mf. L2 ED 250 225

Humor

Intrapersonal Perceptions of Shyness and Humor as Related to Interpersonal Perceptions of Social Distance and Humorousness.

45p. 1mf. L1 ED 249 459

Pickles Will Kill You: Use Humor to Teach Critical Reading Abilities.

19p. 1mf. L1 ED 249 478

Hunger

Food First Curriculum: An Integrated Curriculum for Grade 6.

156p. 2mf. L1 ED 250 242

Identification

6p. 1mf. L1 ED 249 551

Integrated Regional Resources Management

Integrated Regional Resources Management. A Syllabus for an International Training Course Based on the Experience of the Tennessee Valley Authority.

22p. 1mf. L1 ED 250 205

Intellectual Development

Cognition in Fifth and Sixth Grade Children. Skills Essential to Learning Television Project: Working Paper.

26p. 1mf. L1 ED 249 979

Early Adolescence. Skills Essential to Learning Television Project: Working Paper.

19p. 1mf. L1 ED 249 976

Memory: As It Relates to Children Ages 9 to 12 Years. Skills Essential to Learning Television Project: Working Paper.

36p. 1mf. L1 ED 249 982

Middle Childhood. Skills Essential to Learning Television Project: Working Paper.

23p. 1mf. L1 ED 249 977

Solving Problems. Skills Essential to Learning Television Project: Working Paper.

36p. 1mf. L1 ED 249 980

Intellectual Disciplines

Bringing Rural Sociology Back In: Critical Theory and Rural Policy.

30p. 1mf. L1 ED 250 142

Intelligence Tests

An Analysis of WAIS-R Performance by Sample Stratification Variables Used during Standardization.

24p. 1mf. L1 ED 249 409

Intensive Language Courses

Spanish: Familiarization and Short-Term Training.

567p. 6mf. L1 ED 249 792

Interaction

Deaf Children in Communication. A Study of Communicative Strategies Used by Deaf Children in Social Interactions.

271p. 3mf. L1 ED 249 750

Mother-Infant Engagements in Dyads with Handicapped and Nonhandicapped Infants: A Pilot Study.

24p. 1mf. L1 ED 249 701

Intercultural Communication

New Relationship: Intercultural Communication and Discourse Analysis.

11p. 1mf. L1 ED 249 559

North and Latin American Business Negotiations: An Assessment of Differences in Interpersonal Perception.

24p. 1mf. L1 ED 249 545

Interdisciplinary Approach

Food First Curriculum: An Integrated Curriculum for Grade 6.

Students.
38p. 1mf. L1 ED 249 836

Learnability Theory

Some Concepts and Consequences of a Degree 1 Learnability Result.
9p. 1mf. L1 ED 249 780

Learning

Effects on Learning of Relaxation Training with Mentally Retarded Adults.
18p. 1mf. L1 ED 249 412

Learning Activities

Alternative Problem Solving in Mathematics, Grade 4-6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
302p. 4mf. L1 ED 250 214

Calculator Problem Solving. Using Calculators to Teach Mathematics and Problem Solving: A Calculator Resource Manual for Teachers (K-8) and Principals. Second Edition.
p. 31mf. L3 ED 250 150

Chippy's Computer Numbers.
31p. 1mf. L2 ED 249 493

Chippy's Computer Words.
29p. 1mf. L2 ED 249 492

Energy and Economics for the Elementary Grades. Unit I (Grades K-6). Lessons and Activities for the Elementary Grades.
121p. 2mf. L1 ED 250 187

Energy and Economics for the Senior High Grades. Unit III. Lessons and Activities for the Senior High Grades.
170p. 2mf. L1 ED 250 188

Energy and Transportation Lessons for the Middle Grades.
103p. 2mf. L1 ED 250 190

Energy and Transportation Lessons for the Elementary Grades.
178p. 2mf. L1 ED 250 189

Energy and Transportation Lessons for the Senior High Grades.
144p. 2mf. L1 ED 250 191

Guide to Teaching Research and Report Writing.
43p. 1mf. L1 ED 249 514

Handwriting and the Pupil.
19p. 1mf. L1 ED 250 073

Homework. Selected References.
20p. 1mf. L1 ED 250 275

Pickles Will Kill You: Use Humor to Teach Critical Reading Abilities.
19p. 1mf. L1 ED 249 478

Problem Solving in Mathematics, Grade 4. Lane County Mathematics Project. With Teacher's Commentary and Answers.
385p. 5mf. L2 ED 250 208

Problem Solving in Mathematics, Grade 5. Lane County Mathematics Project. With Teacher's Commentary and Answers.
263p. 3mf. L2 ED 250 209

Problem Solving in Mathematics, Grade 6. Lane County Mathematics

20p. 1mf. L1 ED 250 346

In the Middle: Perspectives on Transescence and Middle School Education.
50p. 1mf. L1 ED 250 078

The Role of Inference in Effective Communication.
16p. 1mf. L1 ED 249 742

LOGO Programing Language

Children's Mental Models of Recursive Logo Programs. Technical Report No. 10.
13p. 1mf. L1 ED 249 929

Introducing Computer Education into an Early Elementary Curriculum.
87p. 1mf. L1 ED 250 059

Logo Activities in Elementary Geometry.
50p. 1mf. L1 ED 250 174

Logo Programming and the Development of Planning Skills. Technical Report No. 16.
56p. 1mf. L1 ED 249 930

Structured Interviews on Children's Conceptions of Computers. Technical Report No. 19.
41p. 1mf. L1 ED 249 932

Loneliness

"On the Level". Formative Evaluation: Alone vs. Lonely. Research Report 74.
47p. 1mf. L1 ED 249 961

Long Range Planning

Bringing Rural Sociology Back In: Critical Theory and Rural Policy.
30p. 1mf. L1 ED 250 142

Library of Michigan Long-Range Plan, 1 October 1984 to 30 September 1987.
33p. 1mf. L1 ED 249 990

Preliminary Market Analysis and Institutional Assessment.
65p. 1mf. L1 ED 250 048

Review of Statewide Long-Range Planning. Commission Report 84-17.
44p. 1mf. L1 ED 249 874

Long Term Care

Comparing Case Management Systems.
31p. 1mf. L1 ED 249 436

Computerized Information Management in Long-Term Care: A Case Study. Technical Report No. 303.
29p. 1mf. L1 ED 249 442

Louisiana School Effectiveness Study

Louisiana School Effectiveness Study: Phase Two, 1982-84. Executive Summary and Conclusions.
25p. 1mf. L1 ED 250 361

Louisiana School Effectiveness Study: Phase Two, 1982-84.
293p. 4mf. L1 ED 250 362

Low Achievement

21p. 1mf. L1 ED 249 674

Recreation for the Mentally Retarded: A Handbook for Ward Personnel.
214p. 3mf. L1 ED 249 729

Stability of Residential Facilities for Mentally Retarded People: 1977-1982. Brief #22.
27p. 1mf. L1 ED 249 691

Trends in Residential Services for Mentally Retarded People: 1977-1982. Brief #23.
21p. 1mf. L1 ED 249 692

Merchandising

Retailing. Instructor's Guide Sheets and Instructor's Package, Modules R 1-45. Competency-Based Education.
853p. 9mf. L1 ED 249 374

Meritocracy

The Future of Desegregation and Urban Education.
13p. 1mf. L1 ED 250 406

Mesa Public Schools AZ

Effects of Multigrade Grouping on Elementary Student Achievement in Reading and Mathematics. RR-48.
143p. 2mf. L1 ED 250 327

The Mesa Unified School District Advanced Placement Program--Perspectives of Former Students. Research Report 52.
62p. 1mf. L1 ED 250 366

Metacognition

Identifying Metacognitive Social Skills in Young Adults.
18p. 1mf. L2 ED 249 705

Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

New Approach to Learning Disability Programs in Post-Secondary Education.
30p. 1mf. L1 ED 249 702

Metaphors

Free Speech at Berkeley: "University as Factory," An Argument from Analogy.
18p. 1mf. L1 ED 249 546

Unearthing Grounds: Some Studies of Metaphor Comprehension.
25p. 1mf. L1 ED 249 817

Metropolitan Community Colleges MO

Homesharing: A Project for the Community and the College. NCCSCE Working Paper Series.
12p. 1mf. L1 ED 250 022

Mexico

Mexico: A Study of the Educational System of Mexico and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
292p. 4mf. L2 ED 249 895

The Influence of School Quality on Economic Growth: An Historical

19p. 1mf. L1 ED 250 172

Noninstructional Responsibility

Blueprints for Academic Lives.

11p. 1mf. L1 ED 249 822

Noninstructional Staff

Evolving Jobs and Nonteaching Professional Staff in Universities: An Alternative Perspective on Career Mobility Processes. Final Project Report.

97p. 2mf. L1 ED 249 819

Nontraditional Education

Alternative School Programming for Behavior Disordered Children.

27p. 1mf. L1 ED 249 670

Positive Disciplinary Project.

20p. 1mf. L1 ED 249 640

Preparing Teachers for Schools of Choice.

26p. 1mf. L1 ED 250 295

The Peninsula Academies. Second Yearly Interim Report.

60p. 1mf. L1 ED 249 357

The Peninsula Academies. Third Yearly Interim Report.

73p. 1mf. L1 ED 249 358

Nontraditional Occupations

The Women's Lifepaths Study: The Course of Role-Innovation over 14 Years.

5p. 1mf. L1 ED 249 841

Nontraditional Students

Academic Counseling for Adults in Transition to High-Tech Careers.

28p. 1mf. L1 ED 249 371

Nonverbal Communication

Self-Monitoring and Ability to Discriminate Incongruent Communication.

11p. 1mf. L1 ED 249 451

Teacher Assessment and Nonverbal Communication: The State of the Arts.

14p. 1mf. L1 ED 249 549

North American Culture

North and Latin American Business Negotiations: An Assessment of Differences in Interpersonal Perception.

24p. 1mf. L1 ED 249 545

North Carolina

An Outline of North Carolina History.

205p. 3mf. L1 ED 250 228

Exceptional Children Status Report for 1982-1983.

59p. 1mf. L1 ED 249 686

North Dakota

Area Service Agencies for North Dakota Schools?

45p. 1mf. L1 ED 249 627

Northern Illinois University

Northern Illinois University Libraries Library Instruction: Scope and Mission Statement.

The Parent as an Informal Teacher. Unit for Child Studies. Selected Papers Number 21.
13p. 1mf. L1 ED 250 089

Parents

Communicating, Understanding and Coping: For Children and Adults.
51p. 1mf. L2 ED 250 085

Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.
26p. 1mf. L1 ED 250 058

The Child in the Divorcing Family. Unit for Child Studies. Selected Papers Number 22.
16p. 1mf. L1 ED 250 090

The First Annual Health Promotion in Day Care Conference (Washington, D.C., April 7, 1984). Conference Proceedings Report.
26p. 1mf. L1 ED 250 105

Part Time Faculty

The Use of Part-Time Faculty in Forensics.
13p. 1mf. L1 ED 249 567

Part Time Students

Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT.
24p. 1mf. L2 ED 250 360

Student Enrolments in Higher Education in Western Australia: Some Observations on Trends over the Period 1973 to 1983. A Discussion Paper.
24p. 1mf. L1 ED 249 855

Participant Characteristics

Arkansas Department of Education: 1983 Evaluation Report, Chapter 1, ECIA.
43p. 1mf. L1 ED 250 410

Participant Observation

Case Study Evaluations: A Case in Point. An Illustrative Report and Mathodological Analysis of Case Study Evaluations.
104p. 2mf. L1 ED 250 354

Participation

Equality of Educational Programs within a School District: Three Criteria of Equality--Access, Participation, and Outcomes--Applied.
11p. 1mf. L1 ED 249 633

Participation and Equity Program

Participation and Equity in Australian Schools. The Goal of Full Secondary Education.
44p. 1mf. L1 ED 249 603

Participative Decision Making

Parent Participation in Decision-Making as Perceived by Parents, Teachers, Principals, and Board Members. A Summary Report.
43p. 1mf. L1 ED 249 569

Reducing the Impact of R.I.F.--An Incentive Program.
12p. 1mf. L1 ED 249 620

p. 4mf. L3 ED 249 643
Three Principal Styles of Facilitating School Improvement.
13p. 1mf. L1 ED 249 582

Prior Learning
The Influence of the Knowledge Base on the Development of Mnemonic Strategies.
10p. 1mf. L1 ED 250 352

Prisoners
The Nature, Function, and Impact of Inmate Communication Patterns in a Maximum Security Prison.
38p. 1mf. L1 ED 249 544

Private Financial Support
All That Glitters: Public School/Private Sector Interaction in Twenty-Three U.S. Cities.
46p. 1mf. L1 ED 249 605
Private Sector Funding Available to Foreign Scholars and Students in the United States.
60p. 1mf. L2 ED 249 849
Securing Business and Industry Support for Community Colleges: A Follow-Up Study on the California Association of Community Colleges Commission on Vocational Education 1982 Statewide Vocational Education Study. ACCCA Management Report, 1984-5/1.
18p. 1mf. L1 ED 250 018

Probability
An Assessment of Elementary School Students' Development and Application of Probability Concepts while Playing and Discussing Two Strategy Games on a Microcomputer.
193p. 3mf. L1 ED 250 166

Problem Children
P.L. 89-313. Supplementary Services for Previously Nonpublic School Institutionalized Students, 1983-84. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 436

Problem Sets
Problem Solving in Mathematics, In-Service Guide. Lane County Mathematics Project.
43p. 1mf. L2 ED 250 215

Problem Solving
"ThinkAbout" Cluster Evaluation: Collecting Information.
305p. 4mf. L1 ED 249 946
"ThinkAbout" Content Analysis: Final Report.
100p. 2mf. L1 ED 249 954
"Trap Setting" in Didactic Materials.
19p. 1mf. L1 ED 249 810
Alternative Problem Solving in Mathematics, Grade 4-6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
302p. 4mf. L1 ED 250 214
Alternatives to Violence: A Manual for Teaching Peacemaking to Youth and Adults.

Project At Your Service NY
Part West High School "At Your Service," 1982-1983. O.E.E. Evaluation Report.
90p. 1mf. L1 ED 250 430

Project CAPABLE NY
Newton High School Project Capable, 1982-1983. O.E.E. Evaluation Report.
72p. 1mf. L1 ED 250 432

Project Discovery
Guidelines to Media Utilization: Lessons from Project Discovery. Research Report 64.
34p. 1mf. L1 ED 249 955

Project L Ouverture NY
Project L'Ouverture, 1982-1983. O.E.E. Evaluation Report.
58p. 1mf. L1 ED 250 428

Project MAS NY
Project MAS, 1982-1983. O.E.E. Evaluation Report.
78p. 1mf. L1 ED 250 427

Project REDEAL
Project REDEAL. Final Report. REDEAL Technical Report #3.
120p. 2mf. L1 ED 249 348

Project Superemos NY
Seward Park High School Project Superemos, 1982-1983. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 429

Promotion (Occupational)
Evaluation of the Unified Compensation and Classification Plan.
40p. 1mf. L1 ED 249 600

Pronouns
Integration of Information during Language Comprehension: A Developmental Study.
10p. 1mf. L1 ED 249 777
Which Is MINE/mine? Acquisition of Possessives in ASL and English.
9p. 1mf. L1 ED 249 784

Property Rights
Finders Keepers: Property Rights of a Finder. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 266
Keep Out - Danger! Use of Devices Which Can Cause Death or Serious Bodily Injury in Defense of Real and/or Personal Property. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 265

Prose
Designing Text for Information Processing. Technical Report 86.
23p. 1mf. L1 ED 249 940

Prose Learning
Word on Final Words.
19p. 1mf. L1 ED 249 467

284p. 3mf. L1 ED 250 316
The Teacher Certification Struggle in New Jersey.
72p. 1mf. L1 ED 250 315

Reliability
The Effects of Rating Purpose and Anonymity on Self Ratings.
10p. 1mf. L1 ED 250 394

Religion
Do You Believe? Religious Rights in the Public Schools. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
36p. 1mf. L2 ED 250 268

Religious Cultural Groups
Structural Analysis of Four Religious Programs: The Effect of Program Structure on Ethos.
39p. 1mf. L1 ED 249 563

Religious Factors
History, Pseudo-History, Anti-History: How Public School Textbooks Treat Religion. Policy Studies in Education.
21p. 1mf. L2 ED 249 575
Israeli Schools: Religious and Secular Problems.
10p. 1mf. L1 ED 250 227

Religious Freedom
Do You Believe? Religious Rights in the Public Schools. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
36p. 1mf. L2 ED 250 268

Remedial Instruction
Microcomputers in the Learning Center: Guidelines for Avoiding Costly Mistakes.
15p. 1mf. L1 ED 250 036
Notes to Teachers of Basic Writing: An Instructor's Guidebook.
42p. 1mf. L1 ED 250 035
Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.
69p. 1mf. L1 ED 250 342
Remedial Reading and English Instruction for Junior High and High School Students: A Description of Common Practices in Teaching and Assessment.
80p. 1mf. L1 ED 249 470
Results of the Survey of Community Colleges on the Teaching of Writing. Illinois Community College Board Report to the Illinois Board of Higher Education.
12p. 1mf. L1 ED 250 051
The Coast Guard's CAI Approach to Basic Math and Reading Skills.
22p. 1mf. L1 ED 249 365

Remedial Reading
Learning from Experience to Improve Outcomes in Reading: A Case Study. Research Series No. 149.

17p. 1mf. L1 ED 249 591

Louisiana School Effectiveness Study: Phase Two, 1982-84. Executive Summary and Conclusions.

25p. 1mf. L1 ED 250 361

Louisiana School Effectiveness Study: Phase Two, 1982-84.

293p. 4mf. L1 ED 250 362

Making Our Schools More Effective: Proceedings of Three State Conferences.

322p. 4mf. L1 ED 249 576

Parents in Special Needs Schools: Perceptions of Their School & Community. Research Report.

21p. 1mf. L1 ED 250 339

Project REDEAL. Final Report. REDEAL Technical Report #3.

120p. 2mf. L1 ED 249 348

Research and Teacher Effectiveness.

19p. 1mf. L1 ED 249 584

The Chapel Island Education Evaluation Report. Mi'kmaway School. The Micmac Way.

193p. 3mf. L1 ED 250 323

The Jefferson County Effective Schools Project: Description and Analysis of Outcomes.

34p. 1mf. L1 ED 249 651

The School Assessment Survey: A Data-Based Tool for School Improvement.

12p. 1mf. L1 ED 250 401

School Holding Power

Evaluation of Napa Valley College's Student Orientation, Assessment, Advisement and Retention Program.

12p. 1mf. L1 ED 250 026

Staying at High School in Victoria. ACER Research Monograph No. 23.

163p. 2mf. L2 ED 249 647

School Law

Do You Believe? Religious Rights in the Public Schools. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

36p. 1mf. L2 ED 250 268

School Board Members' Opinions and Awareness of Legal Parameters concerning School Prayer.

11p. 1mf. L1 ED 249 624

Spare the Rod: Due Process re School Discipline. Second Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

37p. 1mf. L2 ED 250 267

Students Are Also Citizens: First Amendment Rights of Students. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

48p. 1mf. L2 ED 250 262

School Libraries

42p. 1mf. L1 ED 250 415

Review of Interventions in the Field of Prevention of Adolescent Pregnancy. Preliminary Report.
55p. 1mf. L1 ED 250 409

Sex Fairness

Sex Equity in the Liberal Arts and Sciences: Policy Implementation via Gender-Balancing the Curriculum in Southern Institutions of Higher Education.
44p. 1mf. L1 ED 249 854

Sex Role

Gender and the Social Order in Early Modern England.
18p. 1mf. L1 ED 250 218

Guide to Newbery Medal Winners and Honor Books, 1977-1984.
38p. 1mf. L1 ED 249 536

Sex Stereotypes

Attitude Change in Women's Studies Courses: A Field Study.
15p. 1mf. L1 ED 250 233

Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.
53p. 1mf. L2 ED 250 080

Girls into Science and Technology. Final Report.
56p. 1mf. L1 ED 250 203

Guide to Newbery Medal Winners and Honor Books, 1977-1984.
38p. 1mf. L1 ED 249 536

Images of Women in American Stereographs, 1870-1920.
39p. 1mf. L1 ED 250 221

Sexual Abuse

Abused Adolescents: How Schools and Educators Can Help.
17p. 1mf. L1 ED 249 684

Sexuality

Adolescents in Crisis: Parental Involvement. Hearing before the Subcommitte on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining How Best to Help Adolescents with Problems of Alcohol Abuse, Drug Deoendence, Premature Sexual Involvement, and Mental Illness.
257p. 3mf. L2 ED 249 456

Sex Differences in Student Sexual Attitudes and Behaviors: A Ten Year Comparison. Research Report 7-83.
15p. 1mf. L1 ED 249 454

Shapes

"Scissors, Paper, Stone": Perceptual Foundations of Noun Classifier Systems.
10p. 1mf. L1 ED 249 787

Short Stories

The Future as Fiction.
11p. 1mf. L1 ED 250 238

Short Term Memory

Researching Dialectical Reasoning: Possibilities and

28p. 1mf. L1 ED 250 037

The Testing Issue. Proceedings of a Conference Held at Alabama State University (Montgomery, Alabama, April 12-13, 1984).
49p. 1mf. L1 ED 250 378

Standards

NAFSA Self-Study Guide: A Guide for the Self-Assessment of Programs and Services with International Educational Exchange at Postsecondary Institutions.
50p. 1mf. L2 ED 249 847

Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.
69p. 1mf. L1 ED 250 342

Standards for College and University Learning Resources Programs. AECT Task Force II.
116p. 2mf. L2 ED 249 935

Summary of Guildelines for Test Users.
140p. 2mf. L1 ED 250 318

Stanford Achievement Tests

Out-of-Level Testing with the Stanford Achievement Test (Seventh Edition): A Procedure for Assigning Students to the Correct Battery Level.
45p. 1mf. L1 ED 250 368

State Action

Excellence in the Making: A Preliminary Report.
41p. 1mf. L1 ED 250 413

Focus on Reform: State Action to Improve Schooling in Illinois. Annual Report.
36p. 1mf. L1 ED 250 414

The History of Wisconsin's General State Aid Formula for Elementary and High School Districts. Bulletin No. 4324.
225p. 3mf. L1 ED 249 648

White House Conference on Library and Information Services Follow-Up Inquiry. State/Territory Agency Responses.
40p. 1mf. L1 ED 249 998

State Agencies

Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four.
70p. 1mf. L1 ED 250 039

Rules of the Illinois Community College Board, Fiscal Year 1985.
41p. 1mf. L1 ED 250 049

The History of Wisconsin's General State Aid Formula for Elementary and High School Districts. Bulletin No. 4324.
225p. 3mf. L1 ED 249 648

State Aid

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.
27p. 1mf. L1 ED 249 723

Students from the Republic of Indonesia in Educational Institutions of the United States.
129p. 2mf. L2 ED 249 889

Results of the Survey of Community Colleges on the Teaching of Writing. Illinois Community College Board Report to the Illinois Board of Higher Education.
12p. 1mf. L1 ED 250 051

Selected French Speaking Sub-Saharan African Countries: Burundi, Cameroon (Eastern), Chad, Congo (Brazzaville), Dahomey, Gabon, Ivory Coast, Mali, Mauritania, Niger, Rwanda, Senegal, Togo, Upper Volta, Zaire. A Guide to the Academic Placement of Students from These Countries in Academic Institutions of the United States.
20p. 1mf. L2 ED 249 900

Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
268p. 3mf. L2 ED 249 897

Spain: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
32p. 1mf. L2 ED 249 898

Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States.
138p. 2mf. L2 ED 249 899

Switzerland: A Study of the Educational System of Switzerland and a Guide to the Academic Placement of Students from Switzerland in Educational Institutions of the United States.
145p. 2mf. L2 ED 249 901

Tests in Use in California Community Colleges: Standardized Tests Most Used for Placement in English, Reading, ESL, and Math.
28p. 1mf. L1 ED 250 037

Thailand: A Study of the Educational System of Thailand and a Guide to the Academic Placement of Students from Thailand in Educational Institutions of the United States.
131p. 2mf. L2 ED 249 902

The Admission and Academic Placement of Students from: Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic.
129p. 2mf. L2 ED 249 848

The Commonwealth Caribbean: A Study of the Educational System of the Commonwealth Caribbean and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
249p. 3mf. L2 ED 249 886

The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part III).
165p. 2mf. L2 ED 249 846

The Identification Through Placement Process for Mildly Handicapped Students in Middle Schools.

Curriculum Development.
34p. 1mf. L1 ED 249 664
Why Teachers Implement: An Examination of Selected Variables.
28p. 1mf. L1 ED 249 622

Teacher Persistence

Recruitment, Selection, Retention and Graduation of Teacher Education Candidates.
28p. 1mf. L1 ED 250 308

Teacher Qualifications

An Evaluation of the Rationale for Required Teacher Education: Beginning Teachers with and without Teacher Preparation.
100p. 2mf. L1 ED 250 289
Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.
66p. 1mf. L1 ED 250 168
Excellence in the Making: A Preliminary Report.
41p. 1mf. L1 ED 250 413
Investigation of Problems of Implementing Curriculum in Primary Schools in Somalia. African Studies in Curriculum Development & Evaluation.
34p. 1mf. L1 ED 250 167
Teacher Certification Struggle in New Jersey. Appendices.
284p. 3mf. L1 ED 250 316
Teaching EST without Becoming a Scientist: A Practical Technique.
11p. 1mf. L1 ED 249 765
The Teacher Certification Struggle in New Jersey.
72p. 1mf. L1 ED 250 315

Teacher Recruitment

Recruitment, Selection, Retention and Graduation of Teacher Education Candidates.
28p. 1mf. L1 ED 250 308

Teacher Response

Impact of Developing Teacher Commitment to Behavioral Change.
38p. 1mf. L1 ED 250 283
Influence of Users' Teaching Perspectives on Their Interpretations of a Microcomputer Simulation.
22p. 1mf. L1 ED 250 284
Research on Teacher Expectations.
15p. 1mf. L1 ED 249 587

Teacher Responsibility

Blueprints for Academic Lives.
11p. 1mf. L1 ED 249 822
Questions Teachers Ask about Legal Aspects of Reporting Child Abuse and Neglect.
34p. 1mf. L2 ED 249 634

Teacher Role

Abused Adolescents: How Schools and Educators Can Help.
17p. 1mf. L1 ED 249 684

Computer Literacy: Teacher Competencies.
27p. 1mf. L1 ED 249 939

The Growth of the Information Sector in Texas.
26p. 1mf. L1 ED 250 002

The Impacts of the Age-Structure of Net Migration on the Economic and Socioeconomic Characteristics of Texas Counties, 1960-1980.
25p. 1mf. L1 ED 250 134

Texas Assessment of Basic Skills

Mathematics Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. Texas Assessment of Basic Skills.
58p. 1mf. L1 ED 250 379

Reading Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. and Grade 9. Texas Assessment of Basic Skills.
52p. 1mf. L1 ED 250 380

Text Design

Designing Text for Information Processing. Technical Report 86.
23p. 1mf. L1 ED 249 940

Textbook Bias

History, Pseudo-History, Anti-History: How Public School Textbooks Treat Religion. Policy Studies in Education.
21p. 1mf. L2 ED 249 575

Textbook Content

Physical Science in General Education Curriculum Reform.
14p. 1mf. L1 ED 250 171

Textbook Evaluation

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.
45p. 1mf. L2 ED 249 501

Textbook Preparation

English Textbooks Based on Research and Theory--A Possible Dream.
6p. 1mf. L1 ED 249 530

Textbook Publication

English Textbooks Based on Research and Theory--A Possible Dream.
6p. 1mf. L1 ED 249 530

Textbook Research

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.
45p. 1mf. L2 ED 249 501

Textbook Selection

Catalog of Instructional Materials in English and Dictionaries, 1983-1985.
91p. 1mf. L2 ED 249 531

History, Pseudo-History, Anti-History: How Public School Textbooks Treat Religion. Policy Studies in Education.
21p. 1mf. L2 ED 249 575

Textbooks

Introduction to Number Systems, Boolean Algebra, Logic Circuits. Navy Electricity and Electronics Training Series. Module 13.

Adaptive Behavior (of Disabled)

Coping with Adolescence: Perspectives of Retarded Individuals and Their Family.
24p. 1mf. L1 ED 249 689

Adaptive Learning Environments Model

An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program in a Large Urban School System.
59p. 1mf. L1 ED 249 739

Addition

Are Low Stress Algorithms in Addition and Subtraction a Solution to More Than Math Problems?
18p. 1mf. L1 ED 250 170

Adjustment (to Environment)

The Nature, Function, and Impact of Inmate Communication Patterns in a Maximum Security Prison.
38p. 1mf. L1 ED 249 544

Administration

Evaluation of the Unified Compensation and Classification Plan.
40p. 1mf. L1 ED 249 600

Management Training in Educational Systems.
39p. 1mf. L1 ED 249 628

Administrative Change

OD in North American Schools: A Scandinavian View, with Comments by Matthew Miles and Michael Fullan. Uppsala Reports on Education, No. 20.
113p. 2mf. L1 ED 249 607

Administrative Organization

The Research on Higher Education Program. Swedish Research on Higher Education, 1984-5.
29p. 1mf. L1 ED 249 832

Administrative Principles

Moving toward Continuous School Improvement.
9p. 1mf. L1 ED 249 590

Administrator Attitudes

Opinions of Strategic Constituencies Regarding Community College Activities at Maricopa and Central Arizona College.
8p. 1mf. L1 ED 250 038

Study of the Image of TIAA-CREF among Active Members.
65p. 1mf. L1 ED 249 877

Teachers and Principals: May 1984. ERS Educator Opinion Poll. Reporting the Opinions, Status, and Experiences of American Public School Educators.
p. 4mf. L3 ED 249 643

The Relationship between the Values and Attitudes of Department Heads of Administration and Educational Leadership toward Selected Educational Innovations in the Southeastern United States.
12p. 1mf. L1 ED 249 829

Administrator Characteristics

Teachers and Principals: May 1984. ERS Educator Opinion Poll.

Libraries and Archives: Critical Distinctions, Mutual Concerns, and the Need for Increased Cooperation.
16p. 1mf. L1 ED 250 011

Planning, Equipping and Staffing a Document Reprographic Service: A RAMP Study with Guidelines.
92p. 1mf. L2 ED 250 005

Scientific and Technological Information in Transactional Files in Government Records and Archives: A RAMP Study.
56p. 1mf. L2 ED 249 995

To Preserve the Sense of Earth from Space. A Report of the Panel on the Information Policy Implications of Archiving Satellite Data, regarding the Archiving Requirements of the Proposed Transfer to the Private Section of the U. S. Civil Space Remote-Sensing Satellite Systems.
63p. 1mf. L1 ED 250 173

Area Studies

Beyond Growth: The Next Stage in Language and Area Studies.
450p. 5mf. L1 ED 249 805

Culture and Education in Micronesia.
62p. 1mf. L1 ED 250 253

Arkansas

Arkansas Department of Education: 1983 Evaluation Report, Chapter 1, ECIA.
43p. 1mf. L1 ED 250 410

Art Education

Arts Education in Grades 6 through 9: A National Survey of Arts Teachers and Supervisors. Research Report 84.
45p. 1mf. L1 ED 249 969

The Research and Development Function of the 1983 Getty Institute for Educators on the Visual Arts.
18p. 1mf. L1 ED 250 246

Articulation (Education)

Facilitating Transfer through Student Support Services.
13p. 1mf. L1 ED 250 024

Facilitator's Manual: Summer Transitions. Fifth Edition.
162p. 2mf. L1 ED 249 862

Artificial Intelligence

Artificial Intelligence and Expert Systems.
43p. 1mf. L1 ED 250 156

Asian Americans

Population Redistribution and Migration of Asian Americans, 1970-1980.
19p. 1mf. L1 ED 250 418

Three American Literatures: Essays in Chicano, Native American, and Asian-American Literature for Teachers of American Literature.
p. 65mf. L3 ED 249 529

Asian Programme of Educ Innovation for Deve

Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (9th, Bangkok, Thailand,

104p. 2mf. L1 ED 249 875

Planning and Accreditation: A Survey of Attitudes of Policymakers. Improving Community College Evaluation and Planning: Project Working Papers Numbers Five, Six, and Seven.
32p. 1mf. L1 ED 250 042

Securing Business and Industry Support for Community Colleges: A Follow-Up Study on the California Association of Community Colleges Commission on Vocational Education 1982 Statewide Vocational Education Study. ACCCA Management Report, 1984-5/1.
18p. 1mf. L1 ED 250 018

Tests in Use in California Community Colleges: Standardized Tests Most Used for Placement in English, Reading, ESL, and Math.
28p. 1mf. L1 ED 250 037

Transfer Education: California Community Colleges.
110p. 2mf. L1 ED 250 025

California Assessment Program

Student Achievement in California Schools: 1982-83 Annual Report. California Assessment Program.
213p. 3mf. L2 ED 250 376

California Community Colleges

Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four.
70p. 1mf. L1 ED 250 039

California Mentor Teacher Program

The California Mentor Teacher Program.
6p. 1mf. L1 ED 249 595

Camp Limberlost II

Parental Feedback in the Evaluation of a Camp for Disadvantaged Children: The Camp Limberlost Project.
21p. 1mf. L1 ED 250 141

Camping

Parental Feedback in the Evaluation of a Camp for Disadvantaged Children: The Camp Limberlost Project.
21p. 1mf. L1 ED 250 141

Canada

Compendium of University Statistics, 1984 Edition = Compendium de statistique concernant les universites, edition 1984.
59p. 1mf. L2 ED 249 859

Industry's Task--To Keep Nature in Business.
27p. 1mf. L1 ED 250 147

The Immersion Phenomenon: English-Speaking Canadians Come to Grips with the Country's Language Duality = l'enseignement immersif: le Canada anglais se dote d'un instrument efficace pour soutenir la gageure du biblinguisme.
145p. 2mf. L1 ED 249 762

Canada Natives

Native Indian Language Education to the Victoria--Saanich Region: An Evaluation Report.

The Efficacy of Multidimensional Line-Printer Graphics for Cluster Recovery.
22p. 1mf. L1 ED 250 390

Cognitive Ability

Adolescent Thinking: Self-Concept, Relationships and Punk. Unit for Child Studies. Selected Papers Number 28.
19p. 1mf. L1 ED 250 096

Clarifying the "A" in CAI for Learners of Different Abilities. Assessing the Cognitive consequences of Computer Environments for Learning (ACCCEL).
33p. 1mf. L1 ED 250 177

Do Babies Think? How Do Babies Think? Unit for Child Studies. Selected Papers Number 23.
22p. 1mf. L1 ED 250 091

The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.
132p. 2mf. L1 ED 250 154

Cognitive Component Analysis

Framework for Relating Cognitive to Neural Systems. Cognitive Science Program, Technical Report No. 84-2.
44p. 1mf. L1 ED 250 349

Cognitive Development

An Analysis of the Interaction between Students' Epistemological Assumptions and the Composing Process.
16p. 1mf. L1 ED 249 503

Children's Understanding of Rhythm: The Relationship between Development and Musical Training.
90p. 1mf. L1 ED 250 071

Cognitive Development in Writing.
15p. 1mf. L1 ED 249 505

Coherence and Cognitive Style.
34p. 1mf. L1 ED 249 488

Current Topics in Early Childhood Education. Volume IV.
p. 42mf. L3 ED 250 100

Designing an Integrated Instructional and Assessment System for Critical Thinking Skills.
22p. 1mf. L1 ED 249 589

Developmental Stages in Children's Narrative Composition.
18p. 1mf. L1 ED 249 461

Hemispheric Specialization and Implications for Education of the Hearing Impaired.
18p. 1mf. L1 ED 249 753

How Children Think. Unit for Child Studies. Selected Papers Number 30.
35p. 1mf. L1 ED 250 098

Research and Clinical Center for Child Development Annual Report, 1982-1983.
84p. 1mf. L1 ED 250 060

Human Relations and Community Life in Rural New York State: A Preliminary Report.
43p. 1mf. L1 ED 250 123

Community Characteristics

Heart Butte: A Blackfeet Indian Community = Moisskitsipahpiistaki Siksikaiitsitapi Ohkanopissini.
24p. 1mf. L1 ED 250 115

Preliminary Market Analysis and Institutional Assessment.
65p. 1mf. L1 ED 250 048

Student Characteristics as Compared to the Community Profile, Fall, 1983. Volume XIII, No. 2.
34p. 1mf. L1 ED 250 033

Community Colleges

Collaboration for Educational Excellence and Equity.
16p. 1mf. L1 ED 250 272

Data and Characteristics of the Illinois Public Community College System.
110p. 2mf. L1 ED 250 055

Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four.
70p. 1mf. L1 ED 250 039

Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine.
36p. 1mf. L1 ED 250 043

Facilitating Transfer through Student Support Services.
13p. 1mf. L1 ED 250 024

Fall 1983 Salary Survey Report for the Illinois Public Community Colleges.
47p. 1mf. L1 ED 250 054

Final Summary of Legislation Affecting Community Colleges, 1983-84 Session.
35p. 1mf. L1 ED 250 031

Information System Support. Improving Community College Evaluation and Planning: Project Working Paper Number Eight.
27p. 1mf. L1 ED 250 040

Item Bank: Student and College Outcomes. Improving Community College Evaluation and Planning.
134p. 2mf. L1 ED 250 046

Planning and Accreditation: A Survey of Attitudes of Policymakers. Improving Community College Evaluation and Planning: Project Working Papers Numbers Five, Six, and Seven.
32p. 1mf. L1 ED 250 042

Recognition Manual for Illinois Public Community Colleges.
36p. 1mf. L1 ED 250 052

Report on High Technology Programs in Illinois Public Community Colleges.
13p. 1mf. L1 ED 250 053

Results of the Survey of Community Colleges on the Teaching of

Content Area Reading

Reading in Secondary Mathematics: Problems, Suggestions, Sources.
121p. 2mf. L1 ED 249 466

Content Area Writing

Guide to Teaching Research and Report Writing.
43p. 1mf. L1 ED 249 514

Process-Oriented Writing Instruction in a Case-Method Class.
16p. 1mf. L1 ED 249 500

Context Clues

Development in the Functionality of Grammatical Cues in Hebrew Sentence Comprehension.
11p. 1mf. L1 ED 249 778

Effects of Context on Deaf Students' Comprehension of Difficult Sentences.
19p. 1mf. L1 ED 249 752

Continuing Education

Lifelong Education in University Life in the Arab Countries: The Qatar University Experience.
29p. 1mf. L1 ED 249 820

Open Learning: Resource Allocation and Control. Coombe Lodge Working Paper. Information Bank Number 1610.
15p. 1mf. L1 ED 250 016

The Current Provision for Further and Higher Education in Wales. Coombe Lodge Working Paper. Information Bank Number 1627.
14p. 1mf. L1 ED 249 857

Contraception

Review of Interventions in the Field of Prevention of Adolescent Pregnancy. Preliminary Report.
55p. 1mf. L1 ED 250 409

Contract Vocational Education

Contract Vocational Education: The Missouri Model.
53p. 1mf. L1 ED 250 113

Contracts

Institutional Units and Campuses with Faculty Collective Bargaining Agents. Special Report #12: Update.
37p. 1mf. L2 ED 250 030

With Interest It Comes To...Unconscionable Clauses in Sales Contracts. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
42p. 1mf. L2 ED 250 270

Contrastive Linguistics

Contrastive Study of Korean and English Word Order.
118p. 2mf. L1 ED 249 771

Controversial Issues (Course Content)

Annotated Filmography of Selected Films with Lesbian/Gay Content.
32p. 1mf. L2 ED 250 230

Design for Life. Abortion. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
34p. 1mf. L2 ED 250 264

9p. 1mf. L1 ED 249 783

Debate

Extending the Boundaries of Debate Theory: A Value-Bounded Policy Decision Making Paradigm.
44p. 1mf. L1 ED 249 561

Political Debate Formats: A State-of-the-Art Review.
47p. 1mf. L1 ED 249 555

Debate Formats

Political Debate Formats: A State-of-the-Art Review.
47p. 1mf. L1 ED 249 555

Debate Theory

Extending the Boundaries of Debate Theory: A Value-Bounded Policy Decision Making Paradigm.
44p. 1mf. L1 ED 249 561

Debt (Financial)

Graduate Financial Planning and Debt Management Brochure.
33p. 1mf. L1 ED 249 913

Institutional Financial Planning and Debt Management Manual.
55p. 1mf. L1 ED 249 910

Law School Financial Planning and Debt Management Brochure.
30p. 1mf. L1 ED 249 914

Undergraduate Financial Planning and Debt Management Brochure.
36p. 1mf. L1 ED 249 912

Decentralization

Decentralized Computing via Micros.
10p. 1mf. L1 ED 249 942

Decimal Fractions

Problem Solving in Mathematics, Grade 6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
242p. 3mf. L2 ED 250 210

Decision Making

Decision Making in an Era of Fiscal Instability. Fastback 212.
42p. 1mf. L1 ED 249 631

Decision Making in Educational Settings. Fastback 211.
37p. 1mf. L1 ED 249 630

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.
22p. 1mf. L1 ED 250 197

Extending the Boundaries of Debate Theory: A Value-Bounded Policy Decision Making Paradigm.
44p. 1mf. L1 ED 249 561

Self-Management as an Essential Skill: What the Business Literature Suggests. Skills Essential to Learning Television Project: Research Report.
61p. 1mf. L1 ED 249 983

The Identification Through Placement Process for Mildly Handicapped Students in Middle Schools.
337p. 4mf. L1 ED 249 735

The Information Acquisition Style and Decision-Making Mode of

April 27, 1984.
57p. 1mf. L1 ED 249 756

Spare the Rod: Due Process re School Discipline. Second Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
37p. 1mf. L2 ED 250 267

Duke University NC

Duke University: William R. Perkins Library Collection Analysis Project. Final Report.
106p. 2mf. L2 ED 250 001

Dynamic Assessment

Learning Potential Assessment for Preschool Children. Final Report.
55p. 1mf. L1 ED 249 667

Early Childhood Education

Current Topics in Early Childhood Education. Volume V.
p. 34mf. L3 ED 250 101

Current Topics in Early Childhood Education. Volume IV.
p. 42mf. L3 ED 250 100

Literature Sources in Elementary and Early Childhood Education.
287p. 3mf. L1 ED 250 066

New Zealand Early Childhood Care and Education Bibliography, 1979-1982, with ERIC Descriptors.
113p. 2mf. L1 ED 250 081

Preschool Education 1980: Selective Bibliography. Part I and Part II.
827p. 9mf. L1 ED 250 056

The Early Childhood Education of Aboriginal Australians: A Review of Six Action-Research Projects.
191p. 2mf. L2 ED 250 145

East Germany

Higher Education in the German Democratic Republic. Monographs on Higher Education.
82p. 1mf. L1 ED 249 868

Eating Habits

Fun Food Experiences for Preschool Children with Handicaps.
101p. 2mf. L1 ED 249 730

Parents and Nutrition.
16p. 1mf. L1 ED 250 074

Sleep Problems, Overtiredness and Overanxiety and Frustrating Children: From Birth to Preschool. Unit for Child Studies. Selected Papers Number 24.
16p. 1mf. L1 ED 250 092

Economic Change

The Software Problem.
7p. 1mf. L1 ED 249 597

Economic Climate

The Impact of Econumic Crises on Women's Employment: A Comparison of the Great Depression (1930s) and the Current Crisis

Israeli Schools: Religious and Secular Problems.
10p. 1mf. L1 ED 250 227

Educational Principles

Perspective on Effective Schools.
10p. 1mf. L1 ED 249 577

Educational Psychology

Proceedings of the International Conference for the Psychology of Mathematics Education (4th, Berkeley, California, August 16-17, 1980).
436p. 5mf. L1 ED 250 186

What Every Teacher Should Know about Semiotics.
12p. 1mf. L1 ED 250 282

Educational Quality

An Analysis of Films on the U.S. Constitution. Research Report 85.
22p. 1mf. L1 ED 249 970

Guiding Images for Teaching and Teacher Education.
20p. 1mf. L1 ED 250 304

Perspective on Effective Schools.
10p. 1mf. L1 ED 249 577

Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.
89p. 1mf. L2 ED 250 083

Recapturing the Lead in Math and Science. Focus 14.
29p. 1mf. L1 ED 250 146

Recent Reports on Education: Some Implications for Preparing Teachers.
18p. 1mf. L1 ED 250 303

Resources Needed for an Excellent Teacher Preparation Program.
26p. 1mf L1 ED 250 298

Survey of Secondary School Perceptions: Students, Parents, Staff. Research Report.
59p. 1mf. L1 ED 250 338

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume III.
77p. 1mf. L1 ED 250 307

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Austin, Texas, October 4-5, 1984).
68p. 1mf. L1 ED 250 296

The Influence of School Quality on Economic Growth: An Historical Look at Mexico, 1880-1945.
46p. 1mf. L1 ED 250 219

Toward Excellence in Education. Governor John Carlin's Commitment to Education in Kansas.
32p. 1mf. L1 ED 249 644

Educational Radio

Evaluation of ABC Early Education Broadcasts: Preschool Correspondence Survey.

English (Second Language)

Academic Writing vs. Composition.
9p. 1mf. L1 ED 249 807

An Investigation of Learning Strategies in Oral Communication that Chinese EFL Learners in China Employ.
165p. 2mf. L1 ED 249 796

Dentist-Patient Communication. A Report to the General Dental Council.
277p. 3mf. L1 ED 249 763

English Pyramids: Using Hierarchical Diagrams for Communication Activities.
29p. 1mf. L1 ED 249 816

Evaluating the Communicative Proficiency of Overseas Dentists. Annex to General Dental Council Report.
87p. 1mf. L1 ED 249 764

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.
45p. 1mf. L2 ED 249 501

Evaluation Report of the Survey of the District English Language Program. No. 337.
147p. 2mf. L1 ED 250 325

Foreign Teaching Assistants in U.S. Universities.
138p. 2mf. L2 ED 249 843

George Washington High School Bilingual Academic and Career Orientation Program, 1982-1983. O.E.E. Evaluation Report.
84p. 1mf. L1 ED 250 433

How Is a Chinese Student Like a Thermos Bottle?
11p. 1mf. L1 ED 249 818

Janice: Becoming a Writer of English.
23p. 1mf. L1 ED 249 760

Learning to Read English as a Second Language: Effects of First Language Script System and Cultural/Educational Background.
19p. 1mf. L1 ED 249 759

Manual for Encouraging Parent-Community Involvement in Bilingual Education and English as a Second Language Programs.
44p. 1mf. L1 ED 250 420

Negotiation, Strategies, and Whose Fault Was It Anyway?
10p. 1mf. L1 ED 249 809

Oral Testing.
18p. 1mf. L1 ED 249 812

Petra: Learning to Read at 45.
22p. 1mf. L1 ED 249 761

Project MAS, 1982-1983. O.E.E. Evaluation Report.
78p. 1mf. L1 ED 250 427

Reading Comprehension in Bilingual Students with the Aid of Taped Stories.
10p. 1mf. L1 ED 249 795

Retrospective Evaluation of Testing in ESL Content and Skills Courses.

294p. 4mf. L1 ED 250 107

Oversight and Reauthorization Hearing on the Rehabilitation Act of 1983. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session (March 21 and 23, 1983).

446p. 5mf. L1 ED 249 748

Preschool Special Education. Research & Resources on Special Education: Issue V.

24p. 1mf. L1 ED 249 725

President Signs Technical Amendments Bill for Chapters 1 and 2.

7p. 1mf. L1 ED 250 404

Rehabilitation Amendments of 1983. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, First Session on S. 1340. To Revise and Extend the Rehabilitation Act of 1973 and to Extend the Developmental Disability Assistance and Bill of Rights Act, and for Other Purposes. (Midvale, Utah).

102p. 2mf. L1 ED 249 754

The Emergency Veterans' Job Training Act of 1983. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Eighth Congress, Second Session.

190p. 2mf. L1 ED 249 356

The Indian Education Amendments of 1984. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 5190 (April 9, 1984).

165p. 2mf. L2 ED 250 140

To Preserve the Sense of Earth from Space. A Report of the Panel on the Information Policy Implications of Archiving Satellite Data regarding the Archiving Requirements of the Proposed Transfer to the Private Section of the U. S. Civil Space Remote-Sensing Satellite Systems.

63p. 1mf. L1 ED 250 173

To Prosecute or Not? Enforcement of Federal Criminal Regulatory Statutes. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

46p. 1mf. L2 ED 250 263

Federal Programs

Citizenship and Social Studies. Released Exercises from the 1975-76 Assessment.

667p. 7mf. L1 ED 250 385

Defining Fidelity: A Cross-Study Analysis.

16p. 1mf. L1 ED 249 659

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: Final Report.

103p. 2mf. L1 ED 249 853

External Facilitators and Their Role in the Improvement of

Using Interactive Computing to Expand Intelligence Testing: A Critique and Prospectus. Report No. 84-2.
85p. 1mf. L1 ED 250 320

Women in Development: Looking to the Future. Hearing before the Committee on Foreign Relations. United States Senate, Ninety-Eighth Congress, Second Session.
162p. 2mf. L1 ED 250 240

Gates MacGinitie Reading Tests

Comparison of Three Reading Tests for Determining Reading Grade Level of Navy Recruits.
17p. 1mf. L1 ED 249 481

General Education

Physical Science in General Education Curriculum Reform.
14p. 1mf. L1 ED 250 171

General Educational Development Tests

What Should the GED Tests Measure?: Some Proposed Changes.
66p. 1mf. L1 ED 249 367

Generalization

Investigating the Problem of Skill Generalization: Literature Review I.
59p. 1mf. L1 ED 249 738

Investigating the Problem of Skill Generalization. 2nd Edition.
65p. 1mf. L1 ED 249 737

Learning Not to Overgeneralize.
9p. 1mf. L1 ED 249 781

Geographic Regions

Inventory of International Education Activities at Southeast Florida Colleges and Universities.
86p. 1mf. L1 ED 249 827

Reform and Development of Tertiary Education in Europe. Recommendations.
104p. 2mf. L1 ED 249 831

Transition or Transformation? Annual Report of the Executive Director of the Commission on Higher Education, 1983-84.
9p. 1mf. L1 ED 249 839

Geography Instruction

An Atlas of Illinois State University Affairs.
44p. 1mf. L1 ED 250 255

Didactics of Geography. A Selected Bibliography for 1981. Information Bulletin.
247p. 3mf. L1 ED 250 217

Research in Geographical Education--Volume 2. Papers Presented to the National Meeting of the Australian Geographical Research Association (2nd, Sydney, Australia, December 4-6, 1982).
278p. 3mf. L1 ED 250 220

Geology

The Earth's Core: How Does It Work? Perspectives in Science. Number 1.
35p. 1mf. L2 ED 250 199

Early Identification System: Four-Year Followup of the Kindergarten Class of 1978-79. Research Report 84-01.
13p. 1mf. L1 ED 250 086

Illinois

Data and Characteristics of the Illinois Public Community College System.
110p. 2mf. L1 ED 250 055

Excellence in the Making: A Preliminary Report.
41p. 1mf. L1 ED 250 413

Fall 1983 Salary Survey Report for the Illinois Public Community Colleges.
47p. 1mf. L1 ED 250 054

Focus on Reform: State Action to Improve Schooling in Illinois. Annual Report.
36p. 1mf. L1 ED 250 414

Recognition Manual for Illinois Public Community Colleges.
36p. 1mf. L1 ED 250 052

Report on High Technology Programs in Illinois Public Community Colleges.
13p. 1mf. L1 ED 250 053

Results of the Survey of Community Colleges on the Teaching of Writing. Illinois Community College Board Report to the Illinois Board of Higher Education.
12p. 1mf. L1 ED 250 051

Rules of the Illinois Community College Board, Fiscal Year 1985.
41p. 1mf. L1 ED 250 049

Student Services in Illinois Community Colleges: A Manual for Student Services Professionals.
29p. 1mf. L1 ED 250 032

Illiteracy

Challenge for Third-World Education: Changing Male/Female Literacy in Pakistan.
23p. 1mf. L1 ED 249 469

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.
102p. 2mf. L2 ED 249 464

Imagination

The Effects of Imagining and Perceiving on Problem Solving Strategies.
15p. 1mf. L1 ED 250 345

Immersion Programs

Study of the Effects of English-Medium Education on Initially Monoglot Spanish-Speaking Gibraltarian Children.
108p. 2mf. L1 ED 249 [illegible]

The Immersion Phenomenon: English-Speaking Canadians Come to Grips with the Country's Language Duality = l'enseignement immersif: le Canada anglais se dote d'un instrument efficace pour soutenir la gageure du biblinguisme.
145p. 2mf. L1 ED 249 762

156p. 2mf. L1 ED 250 242

Interdisciplinarity in Higher Education.
107p. 2mf. L1 ED 249 864

Sex Equity in the Liberal Arts and Sciences: Policy Implementation via Gender-Balancing the Curriculum in Southern Institutions of Higher Education.
44p. 1mf. L1 ED 249 854

Studies in American Indian Literature: Critical Essays and Course Designs.
p. 84mf. L3 ED 249 528

Teacher Education: An All-University Responsibility.
23p. 1mf. L1 ED 250 311

Writing Programs.
21p. 1mf. L2 ED 249 850

Interest (Finance)

School District Cash Management. Program Audit.
43p. 1mf. L1 ED 249 652

Interest Inventories

Expressed and Tested Vocational Interests of Vocational Technical Students versus Non-College Bound Students Using the Career Assessment Inventory.
16p. 1mf. L1 ED 249 415

Interference (Language)

Contrastive Study of Korean and English Word Order.
118p. 2mf. L1 ED 249 771

Intergroup Education

Report of the Evaluation of the Race/Human Relations Program. Student and Staff Program and Long Range Goals. Baseline Year 1982-83. Evaluation Services Department Report No. 348.
502p. 6mf. L1 ED 250 326

Interlibrary Loans

OCLC Public Access Terminals in Small and Medium-Sized Libraries. Illinois Valley Library System OCLC Experimental Project, Report No. 6.
91p. 1mf. L1 ED 250 004

International Cooperation

Education for International Understanding. Report of Regional Seminar on the Development of Unesco Associated Schools Project in Asia and the Pacific (Seoul, Republic of Korea, October 27-31, 1981).
118p. 2mf. L1 ED 250 244

International Education

Education for International Understanding. Report of Regional Seminar on the Development of Unesco Associated Schools Project in Asia and the Pacific (Seoul, Republic of Korea, October 27-31, 1981).
118p. 2mf. L1 ED 250 244

International Education & the Federal Budget Cycle.
13p. 1mf. L1 ED 249 866

Project. With Teacher's Commentary and Answers.
242p. 3mf. L2 ED 250 210

Problem Solving in Mathematics, Grade 7. Lane County Mathematics Project. With Teacher's Commentary and Answers.
255p. 3mf. L2 ED 250 211

Problem Solving in Mathematics, Grade 8. Lane County Mathematics Project. With Teacher's Commentary ano Answers.
258p. 3mf. L2 ED 250 212

Problem Solving in Mathematics, Grade 9. Lane County Mathematics Project. With Teacher's Commentary and Answers.
292p. 4mf. L2 ED 250 213

Prospects and Challenges for Using Microcomputers in School. Technical Report No. 7.
23p. 1mf. L1 ED 249 927

Retailing. Instructor's Guide Sheets and Instructor's Package, Modules R 1-45. Competency-Based Education.
853p. 9mf. L1 ED 249 374

They All Want to Write: Written English in the Elementary School. Fourth Edition.
p. 38mf. L3 ED 249 526

Learning Centers (Classroom)

An Inservice Training Program to Increase Skills of Teachers in Prekindergarten Interest Centers.
109p. 2mf. L1 ED 250 104

Learning Disabilities

Behavioral Problems and Differential WISC-R Characteristics of Learning Disabled Children.
14p. 1mf. L1 ED 249 720

California's New Eligibility Criteria: Legal and Program Implications.
36p. 1mf. L1 ED 249 744

Certifying Special Education Programs for Teacher Education. A Proposal to the Department of Education, State of Kansas, from the Department of Education and Home Economics, Washburn University.
82p. 1mf. L1 ED 249 677

Estate Planning for Parents of a Learning Disabled Child.
29p. 1mf. L1 ED 249 704

For All of Us! (A Resource Guide Especially for People Who Work with the Differently Abled). Revised.
86p. 1mf. L1 ED 249 732

Formal Language Assessment of Handicapped and Nonhandicapped Black Children.
37p. 1mf. L1 ED 250 348

Identifying Metacognitive Social Skills in Young Adults.
18p. 1mf. L2 ED 249 705

Implementation of a Program for the Prevention of Learning Disabilities.
27p. 1mf. L1 ED 249 703

LD or Not?

Alternative Problem Solving in Mathematics, Grade 4-6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
302p. 4mf. L1 ED 250 214

Low Income Groups

Delphi Analysis of the Instructionally Effective School.
17p. 1mf. L1 ED 249 580

Homemaker Reaction to EFNEP/Food Stamp Pilot Nutrition Education Project. A 1983 Pennsylvania and Massachusetts Survey. Extension Studies 92.
42p. 1mf. L1 ED 249 363

Machinery Industry

History of the Caterpillar Tractor Company's Use of Motion Pictures.
12p. 1mf. L1 ED 249 541

Mainstreaming

Alternative School Programming for Behavior Disordered Children.
27p. 1mf. L1 ED 249 670

An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program in a Large Urban School System.
59p. 1mf. L1 ED 249 739

Effects of Cooperative Learning on Mainstreamed Academically Handicapped Children. Final Report.
33p. 1mf. L1 ED 249 719

Teaching English as a Foreign Language to the Visually Handicapped.
10p. 1mf. L1 ED 249 808

Maintenance

Collection Development Procedures Manual.
30p. 1mf. L1 ED 250 009

Majors (Students)

Academic Programs, Degrees and Other Formal Awards, Fall 1984. State University of New York.
371p. 4mf. L1 ED 249 881

Comparative Analysis of College Freshmen by Major Field of Study: A Changing Profile.
89p. 1mf. L2 ED 249 824

Makaton Vocabulary

Makaton in the 1980's.
21p. 1mf. L1 ED 249 674

Males

Men and Relationships in the '80's.
8p. 1mf. L1 ED 249 453

Student Enrolments in Higher Education in Western Australia: Some Observations on Trends over the Period 1973 to 1983. A Discussion Paper.
24p. 1mf. L1 ED 249 855

The Female Voice in Measurement and Methodology.
11p. 1mf. L1 ED 250 395

Malpractice

Look at Mexico, 1880-1945.
46p. 1mf. L1 ED 250 219

Mexico (Mexico City)

Teaching English as a Foreign Language to the Visually Handicapped.
10p. 1mf. L1 ED 249 808

Michigan (Detroit)

Re-Employment Training: Evaluation of the Oakland University RECAP/JETS Program.
136p. 2mf. L1 ED 249 413

Michigan Educational Assessment Program

Career Development Interpretive Report, 1983-4.
126p. 2mf. L1 ED 250 384

Michigan Occupational Information System

Michigan Occupational Information System (MOIS) Application Training 1985.
95p. 1mf. L1 ED 249 359

Microcomputers

"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.
17p. 1mf. L2 ED 249 924

Anforderungskatalog fur Einen Graphikfahigen Mikrocomputer fur Online-Recherchen. Report UBTUW-84-007 (Requirements for a Microcomputer with Graphic Capabilities for Online Searching).
28p. 1mf. L1 ED 249 999

Chameleon in the Classroom: Developing Roles for Computers. Symposium. Technical Report No. 22.
65p. 1mf. L2 ED 249 921

Chippy's Computer Numbers.
31p. 1mf. L2 ED 249 493

Chippy's Computer Words.
29p. 1mf. L2 ED 249 492

Computer Literacy and Use among Elementary Classroom Teachers.
33p. 1mf. L1 ED 249 938

Computers in Schools: The Report of the Minister's Task Force on Computers in Schools and Executive Summary.
164p. 2mf. L1 ED 250 062

Current Topics in Early Childhood Education. Volume V.
p. 34mf. L3 ED 250 101

Decentralized Computing via Micros.
10p. 1mf. L1 ED 249 942

High Tech for Schools: Problems and Solutions. AASA Critical Issues Report.
98p. 2mf. L1 ED 249 606

Logo Activities in Elementary Geometry.
50p. 1mf. L1 ED 250 174

Logo Programming and the Development of Planning Skills. Technical Report No. 16.

27p. 1mf. L1 ED 250 007

Norway

Higher Education in Norway. Monographs on Higher Education.
75p. 1mf. L1 ED 249 869

Nouns

"Scissors, Paper, Stone": Perceptual Foundations of Noun Classifier Systems.
10p. 1mf. L1 ED 249 787

Nova Scotia

French--Communications. Guidelines for the Teacher. Education Office Bulletin No. 19: 1976-77.
35p. 1mf. L1 ED 249 803

French--Core Program. Intermediate Level. Youth Education: Teaching Guide No. 21.
52p. 1mf. L1 ED 249 802

French--Core Program. Introductory Level Guidelines. Youth Education: Teaching Guide No. 2.
60p. 1mf. L1 ED 249 800

French--Core Program. Senior Level. Youth Education: Teaching Guide No. 22.
43p. 1mf. L1 ED 249 801

Reading - French, Second Language. Introductory to Senior Levels. Youth Education: Teaching GUide No. 42.
38p. 1mf. L1 ED 249 804

Novels

The ALAN Review. Fall 1984.
33p. 1mf. L1 ED 249 532

The Future as Fiction.
11p. 1mf. L1 ED 250 238

Nuclear Warfare

Understanding Nuclear Weapons and Arms Control: A Guide to the Issues. New Edition.
113p. 2mf. L2 ED 250 216

Number Concepts

Chippy's Computer Numbers.
31p. 1mf. L2 ED 249 493

TMR and EMR Children's Ability to Learn Counting Skills and Principles.
32p. 1mf. L1 ED 249 681

Number Systems

Introduction to Number Systems, Boolean Algebra, Logic Circuits. Navy Electricity and Electronics Training Series. Module 13.
107p. 2mf. L1 ED 250 152

Nurses

Identification of Variables Which Affect Student Performance on Examinations for Licensure as a Registered Nurse.
85p. 1mf. L1 ED 250 355

Nursing Education

Analysis of Learning Styles of Nursing Students at University of

School Based Management.
19p. 1mf. L1 ED 249 641

The Costs and Benefits of Openness: Sunshine Laws and Higher Education.
78p. 1mf. L2 ED 249 851

Participatory Research

Popular Theatre and Participatory Research. Bosele Tshwaraganang Publications No. 12.
31p. 1mf. L1 ED 250 223

Patient Care

Health Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 375

Health Services: Clinical. Dietary Aide. Instructor's Manual. Competency-Based Education.
101p. 2mf. L1 ED 249 377

Peace

Alternatives to Violence: A Manual for Teaching Peacemaking to Youth and Adults.
137p. 2mf. L1 ED 250 254

Women's Participation in European Peace Movements: The Struggle to Prevent World War I.
40p. 1mf. L1 ED 250 241

Peer Acceptance

Effects of Cooperative Learning on Mainstreamed Academically Handicapped Children. Final Report.
33p. 1mf. L1 ED 249 719

Peer Evaluation

Guide to Teaching Self/Peer Editing.
35p. 1mf. L1 ED 249 513

School Improvement through Staff Development: The Coaching of Teaching.
8p. 1mf. L1 ED 249 593

Self-Directed Program for Developing Teacher and Administrator Evaluation Procedures.
143p. 2mf. L1 ED 249 570

Peer Relationship

Crossing the Bridge: The First Years of Teaching.
21p. 1mf. L1 ED 250 292

Fifth and Sixth Graders: Their Attitudes about Parents, Peers, School, and Themselves. Skills Essential to Learning Television Projects: Research Report.
23p. 1mf. L1 ED 249 978

Teachers, Their World, and Their Work. Implications for School Improvement.
155p. 2mf. L2 ED 250 285

Peninsula Academies Program

The Peninsula Academies. Second Yearly Interim Report.
60p. 1mf. L1 ED 249 357

137p. 2mf. L1 ED 250 254

Artificial Intelligence and Expert Systems.

43p. 1mf. L1 ED 250 156

Children's Planning Processes in a Chore-Scheduling Task. Technical Report No. 11.

44p. 1mf. L2 ED 249 920

Decision Making in Educational Settings. Fastback 211.

37p. 1mf. L1 ED 249 630

Formative Evaluation: Friendship/Peers/Prejudice/Thinking. Research Report 76.

15p. 1mf. L1 ED 249 963

Introducing Computer Education into an Early Elementary Curriculum.

87p. 1mf. L1 ED 250 059

Mislabeled, but Not Misidentified. Final Progress Report, 7/1/80-6/30/81.

36p. 1mf. L1 ED 249 740

Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.

26p. 1mf. L1 ED 250 058

Problem Solving in Mathematics, Grade 4. Lane County Mathematics Project. With Teacher's Commentary and Answers.

385p. 5mf. L2 ED 250 208

Problem Solving in Mathematics, Grade 5. Lane County Mathematics Project. With Teacher's Commentary and Answers.

263p. 3mf. L2 ED 250 209

Problem Solving in Mathematics, Grade 6. Lane County Mathematics Project. With Teacher's Commentary and Answers.

242p. 3mf. L2 ED 250 210

Problem Solving in Mathematics, Grade 7. Lane County Mathematics Project. With Teacher's Commentary and Answers.

255p. 3mf. L2 ED 250 211

Problem Solving in Mathematics, Grade 8. Lane County Mathematics Project. With Teacher's Commentary and Answers.

258p. 3mf. L2 ED 250 212

Problem Solving in Mathematics, Grade 9. Lane County Mathematics Project. With Teacher's Commentary and Answers.

292p. 4mf. L2 ED 250 213

Problem Solving in Mathematics, In-Service Guide. Lane County Mathematics Project.

43p. 1mf. L2 ED 250 215

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use.

181p. 2mf. L1 ED 249 951

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume IV. A View of Viewers: Observations on the Response to and Classroom Use of "ThinkAbout."

123p. 2mf. L1 ED 249 952

Prosocial Behavior
"ThinkAbout" Content Analysis: Final Report.
100p. 2mf. L1 ED 249 954

Psychiatric Services
Barriers to Clinical Services among Chronically Mentally Ill Hispanics.
16p. 1mf. L1 ED 250 405

Psychiatry
Revisioning the Clinical Relationship: Heinz Kohut and the Viewpoint of Self-Psychology.
23p. 1mf. L1 ED 249 446

Psychoeducational Methods
Steps toward Promoting Cognitive Achievements.
22p. 1mf. L1 ED 249 588

Psycholinguistics
New Approach to Learning Disability Programs in Post-Secondary Education.
30p. 1mf. L1 ED 249 702

Psychological Characteristics
Testing "Compatibility Testing."
13p. 1mf. L1 ED 249 417

Psychological Needs
Developmental Levels and Suggested Learning Activities for the Visually Impaired Preschool Child. A Special Report.
22p. 1mf. L1 ED 249 699

Psychological Patterns
Understanding Funeralization and Post-Funeralization Rituals: The Facilitation of Grief Work.
11p. 1mf. L1 ED 249 432

Psychological Services
Barriers to Clinical Services among Chronically Mentally Ill Hispanics.
16p. 1mf. L1 ED 250 405

Psychological Studies
Proceedings of the International Conference for the Psychology of Mathematics Education (4th, Berkeley, California, August 16-17, 1980).
436p. 5mf. L1 ED 250 186

The Relationship of Family Environments to Parent Motivation Strategies and Children's Self-Consciousness in the Math Classroom.
28p. 1mf. L1 ED 250 157

Psychologists
Developmental Psychology and the Third World--Some Preliminary Considerations
9p. 1mf. L1 ED 250 237

Psychology of Mathematics Education
Proceedings of the International Conference for the Psychology of Mathematics Education (4th, Berkeley, California, August 16-17,

17p. 1mf. L1 ED 249 471

Remedial Reading and English Instruction for Junior High and High School Students: A Description of Common Practices in Teaching and Assessment.
80p. 1mf. L1 ED 249 470

Reporting

Questions Teachers Ask about Legal Aspects of Reporting Child Abuse and Neglect.
34p. 1mf. L2 ED 249 634

Representational Competence

Children's Understanding of Rhythm: The Relationship between Development and Musical Training.
90p. 1mf. L1 ED 250 071

Reprography

Planning, Equipping and Staffing a Document Reprographic Service: A RAMP Study with Guidelines.
92p. 1mf. L2 ED 250 005

Reputation

Study of the Image of TIAA-CREF among Active Members.
65p. 1mf. L1 ED 249 877

Requests for Proposals

To Preserve the Sense of Earth from Space. A Report of the Panel on the Information Policy Implications of Archiving Satellite Data, regarding the Archiving Requirements of the Proposed Transfer to the Private Section of the U. S. Civil Space Remote-Sensing Satellite Systems.
63p. 1mf. L1 ED 250 173

Required Courses

An Evaluation of the Rationale for Required Teacher Education: Beginning Teachers with and without Teacher Preparation.
100p. 2mf. L1 ED 250 289

Teacher Certification Struggle in New Jersey. Appendices.
284p. 3mf. L1 ED 250 316

The Teacher Certification Struggle in New Jersey.
72p. 1mf. L1 ED 250 315

Research

Interdisciplinarity in Higher Education.
107p. 2mf. L1 ED 249 864

Sociological Perspectives for Research on Educational Administrators: The Role of the Assistant Principal.
44p. 1mf. L1 ED 249 623

Summary and Analysis of Hearing on "Improving the Research Infrastructure at U.S. Universities and Colleges." Report to the Committee on Science and Technology, U.S. House of Representatives, Ninety Eighth Congress, Second Session.
22p. 1mf. L1 ED 250 206

Research and Development

The Research on Higher Education Program. Swedish Research on Higher Education, 1984-5.

Primer for Mississippi School Librarians. State Bulletin No. 134A. Re-issued in 1984.
166p. 2mf. L1 ED 249 992

School Organization

School Based Management.
19p. 1mf. L1 ED 249 641

Teachers' Perceptions of Their Students, Schools and Community. Research Report.
54p. 1mf. L1 ED 250 340

School Orientation

Facilitator's Manual: Summer Transitions. Fifth Edition.
162p. 2mf. L1 ED 249 862

Getting to Know You...All about You: Preschool Orientation Manual.
26p. 1mf. L1 ED 250 110

Student-to-Student: "Welcome to Georgetown."
24p. 1mf. L1 ED 249 769

School Personnel

Evolving Jobs and Nonteaching Professional Staff in Universities: An Alternative Perspective on Career Mobility Processes. Final Project Report.
97p. 2mf. L1 ED 249 819

Exceptional Children Status Report for 1982-1983.
59p. 1mf. L1 ED 249 686

Fall 1983 Salary Survey Report for the Illinois Public Community Colleges.
47p. 1mf. L1 ED 250 054

School Policy

Positive Alternatives to the Disciplinary Exclusion of Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders.
119p. 2mf. L1 ED 249 668

Utilizing the IEP: Florida's Answer to the Exclusion of Behaviorally Disordered Students.
23p. 1mf. L1 ED 249 669

School Prayer

School Board Members' Opinions and Awareness of Legal Parameters concerning School Prayer.
11p. 1mf. L1 ED 249 624

School Psychologists

Applied Developmental Psychology: What Is Its Relationship to School Psychology?
8p. 1mf. L1 ED 249 441

School Publications

Improving Internal Communication.
141p. 2mf. L2 ED 249 842

School Role

Changing Schools to Prevent Delinquency.
47p. 1mf. L1 ED 249 435

Language Learning and the Practical Use of Language in School.

Impossibilities.
14p. 1mf. L1 ED 249 414

Stages in the Development of Children's Drawing.
13p. 1mf. L2 ED 250 402

Shyness

Intrapersonal Perceptions of Shyness and Humor as Related to Interpersonal Perceptions of Social Distance and Humorousness.
45p. 1mf. L1 ED 249 459

Sign Language

Deaf Children in Communication. A Study of Communicative Strategies Used by Deaf Children in Social Interactions.
271p. 3mf. L1 ED 249 750

Makaton in the 1980's.
21p. 1mf. L1 ED 249 674

Simulation

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 1. Office Occupations.
35p. 1mf. L1 ED 249 405

Mae Conn and Associates. A Legal Secretary Position Simulation. Employer's Manual. Office Occupations.
138p. 2mf. L1 ED 249 403

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 4. Office Occupations.
101p. 2mf. L1 ED 249 408

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 2. Office Occupations.
25p. 1mf. L1 ED 249 406

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 3. Office Occupations.
19p. 1mf. L1 ED 249 407

Mae Conn and Associates. A Legal Secretary Position Simulation. Employee's Manual. Office Occupations.
52p. 1mf. L1 ED 249 404

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet IV. Office Occupations.
32p. 1mf. L1 ED 249 401

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet V. Office Occupations.
39p. 1mf. L1 ED 249 402

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employer's Manual. Office Occupations.
265p. 3mf. L1 ED 249 396

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employee's Manual. Office Occupations.
19p. 1mf. L1 ED 249 397

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet II. Office Occupations.
67p. 1mf. L1 ED 249 399

Simmons Insurance Agency. A Clerk-Typist Position Simulation.

Regulations of the Commissioner of Education. Subchapter P. Pursuant to Sections 207 and 4403 of the Education Law. Part 200--Handicapped Children, Effective July 1, 1984. As Amended April 27, 1984.
57p. 1mf. L1 ED 249 756

The Costs of Higher Education to the Student and to the State at the Public Senior Colleges and Universities in South Carolina. A Study Submitted to the 1984 South Carolina General Assembly.
45p. 1mf. L1 ED 249 904

The History of Wisconsin's General State Aid Formula for Elementary and High School Districts. Bulletin No. 4324.
225p. 3mf. L1 ED 249 648

State Boards of Education

Focus on Reform: State Action to Improve Schooling in Illinois. Annual Report.
36p. 1mf. L1 ED 250 414

Quality Control of Teacher Preparation Programs through the Program Approval Process.
18p. 1mf. L1 ED 250 300

Review of Statewide Long-Range Planning. Commission Report 84-17.
44p. 1mf. L1 ED 249 874

State Church Separation

Church-State Separation: Recent Trends and Developments.
35p. 1mf. L1 ED 250 417

State Colleges

The Costs of Higher Education to the Student and to the State at the Public Senior Colleges and Universities in South Carolina. A Study Submitted to the 1984 South Carolina General Assembly.
45p. 1mf. L1 ED 249 904

State Curriculum Guides

The California Model Curriculum for Computers in Education.
7p. 1mf. L1 ED 249 599

The Development of a Course of Study Planning Guide for Vocational Agriculture.
256p. 3mf. L1 ED 249 349

State Federal Aid

Improving School Programs--Some Administrative Insights and Policy Guidelines.
25p. 1mf. L1 ED 249 650

State Government

Government and Management in Rural New York State: A Preliminary Report.
50p. 1mf. L1 ED 250 130

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Atlanta, Georgia, October 15-16, 1984).
15p. 1mf. L1 ED 250 301

State History

An Outline of North Carolina History.

337p. 4mf. L1 ED 249 735

The Netherlands: A Study of the Educational System of the Netherlands and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
206p. 3mf. L2 ED 249 893

United Kingdom: Medical Laboratory Science, Occupational Therapy, Physiotherapy. A Study of These Programs and a Guide to the Academic Placement of Students from These Programs in Educational Institutions of the United States.
195p. 3mf. L2 ED 249 903

Student Projects

Energy. A National Need, A National Challenge.
26p. 1mf. L2 ED 250 192

Student Promotion

Attitudes toward Elementary School Student Retention.
57p. 1mf. L1 ED 250 109

Secondary Student Progress Plan.
36p. 1mf. L1 ED 249 626

Student Reaction

Physiological-Cognitive-Emotional Responses to Defense-Arousing Communication: Overview and Sex Differences.
29p. 1mf. L1 ED 249 558

Social Problem-Solving in Classrooms.
12p. 1mf. L1 ED 250 374

Student Records

Learner Outcomes Handbook. Improving Community College Evaluation and Planning.
71p. 1mf. L1 ED 250 047

Student Recruitment

Enrollment Management: An Integrated Approach.
174p. 2mf. L2 ED 249 906

Indian Resource Development. Annual Report, 1983-1984.
62p. 1mf. L1 ED 250 122

The Admissions Strategist: Recruiting in the 1980s.
74p. 1mf. L2 ED 249 916

Student Rights

Students Are Also Citizens: First Amendment Rights of Students. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
48p. 1mf. L2 ED 250 262

Student School Relationship

Getting to Know You...All about You: Preschool Orientation Manual.
26p. 1mf. L1 ED 250 110

Student Teacher Attitudes

Student Teacher Attitudes regarding Their Experiences in Student Teaching: A Survey.
21p. 1mf. L1 ED 250 286

Student Teacher Supervisors

Research-Based Teacher Effectiveness Skills: Perceptions of

Curriculum Evaluation and Change in Reading: Soaring to New Horizons.
15p. 1mf. L2 ED 249 480

Develop a Personal Philosophy Concerning Vocational Student Organizations. Second Edition. Module H-1 of Category H--Vocational Student Organization. Professional Teacher Education Module Series.
33p. 1mf. L1 ED 249 373

Guide to Building Self-Esteem through Writing.
58p. 1mf. L1 ED 249 511

Guide to Journal Writing.
59p. 1mf. L1 ED 249 519

Guiding Images for Teaching and Teacher Education.
20p. 1mf. L1 ED 250 304

Interactive Radio in the Classroom: Ten Years of Proven Success.
22p. 1mf. L1 ED 249 791

Peter Elbow's "Believing Game": A Focus for a Writing Conference.
13p. 1mf. L1 ED 249 510

Rassling with the Bear: The Once and Future Character of Local Curriculum Development.
34p. 1mf. L1 ED 249 664

Readability and Reading Ability: Implications for the Classroom.
19p. 1mf. L1 ED 249 472

Self-Concept and Reading. Second Edition.
36p. 1mf. L1 ED 249 468

Teacher Effects.
25p. 1mf. L1 ED 249 585

The Immersion Phenomenon: English-Speaking Canadians Come to Grips with the Country's Language Duality = l'enseignement immersif: le Canada anglais se dote d'un instrument efficace pour soutenir la gageure du biblinguisme.
145p. 2mf. L1 ED 249 762

The Rhetoric of the Resume.
10p. 1mf. L1 ED 249 537

Vitality without Mobility: The Faculty Opportunities Audit.
44p. 1mf. L1 ED 249 909

Teacher Salaries

Faculty Salaries and the Personnel Structure of Institutions.
11p. 1mf. L1 ED 249 823

Teacher Selection

Recruitment, Selection, Retention and Graduation of Teacher Education Candidates.
28p. 1mf. L1 ED 250 308

Teacher Student Conferences

Peter Elbow's "Believing Game": A Focus for a Writing Conference.
13p. 1mf. L1 ED 249 510

Teacher Student Relationship

College of Saint Teresa: Design for Choicemakers. An Operations Manual for Faculty and Staff.

107p. 2mf. L1 ED 250 152

Pivotal Skills in Elementary Mathematics Instruction.
52p. 1mf. L1 ED 250 159

The Effect of Three Types of Brain-Based Instruction on the Mathematics Achievement and Attitudes of Second Grade Students.
16p. 1mf. L1 ED 250 155

The Shape of Learning Opportunity in School Arithmetic and General Mathematics.
42p. 1mf. L1 ED 250 160

Thailand

Thailand: A Study of the Educational System of Thailand and a Guide to the Academic Placement of Students from Thailand in Educational Institutions of the United States.
131p. 2mf. L2 ED 249 902

Thematic Approach

Studies in American Indian Literature: Critical Essays and Course Designs.
p. 84mf. L3 ED 249 528

Theological Education

Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States.
112p. 2mf. L2 ED 249 890

Theories

Extending the Boundaries of Debate Theory: A Value-Bounded Policy Decision Making Paradigm.
44p. 1mf. L1 ED 249 561

New Relationship: Intercultural Communication and Discourse Analysis.
11p. 1mf. L1 ED 249 559

Theory Development

Extending the Boundaries of Debate Theory: A Value-Bounded Policy Decision Making Paradigm.
44p. 1mf. L1 ED 249 561

Theory Practice Relationship

English Textbooks Based on Research and Theory--A Possible Dream.
6p. 1mf. L1 ED 249 530

The Word Processing Approach to Language Experience.
14p. 1mf. L1 ED 249 465

They All Want to Write: Written English in the Elementary School. Fourth Edition.
p. 38mf. L3 ED 249 526

Therapy

Illness in the Family: Old Myths and New Truths! Unit for Child Studies. Selected Papers Number 19.
16p. 1mf. L1 ED 250 087

ThinkAbout

"ThinkAbout" Cluster Evaluation: Collecting Information.
305p. 4mf. L1 ED 249 946

Reporting the Opinions, Status, and Experiences of American Public School Educators.
p. 4mf. L3 ED 249 643

Administrator Education

Preparing Educational Administrators for the Year 2000 and Beyond.
9p. 1mf. L1 ED 249 618

Administrator Effectiveness

Inservice for School Administrators: A Status Report.
27p. 1mf. L1 ED 249 639

Administrator Evaluation

Self-Directed Program for Developing Teacher and Administrator Evaluation Procedures.
143p. 2mf. L1 ED 249 570

Administrator Responsibility

Moving toward Continuous School Improvement.
9p. 1mf. L1 ED 249 590

SUNY Community College Learning Resources Professional Staff Status and Salary Survey, 1983-84.
28p. 1mf. L1 ED 249 917

Administrator Role

Cooperative Small-Group Learning.
7p. 1mf. L2 ED 249 625

Enrollment Management: An Integrated Approach.
174p. 2mf. L2 ED 249 906

Issues for School Improvement.
14p. 1mf. L1 ED 249 581

Preparing Educational Administrators for the Year 2000 and Beyond.
9p. 1mf. L1 ED 249 618

Sociological Perspectives for Research on Educational Administrators: The Role of the Assistant Principal.
44p. 1mf. L1 ED 249 623

Superintendent-Community Relationship in the United States and Alaska.
26p. 1mf. L1 ED 249 616

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Summary Report.
71p. 1mf. L1 ED 249 662

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Final Report.
230p. 3mf. L1 ED 249 661

Three Principal Styles of Facilitating School Improvement.
13p. 1mf. L1 ED 249 582

Administrators

Competency Based Certification of School Administrators: The Georgia Experience.

March 20-26, 1984). Final Report.
185p. 2mf. L2 ED 250 139

Aspiration

Aspirations of Adolescent Hispanic Females for Marriage, Children, Education and Employment. Report No. 2: Young Hispanic Mothers Enrolled in School and/or Employed Interviewed in the 1979 National Longitudinal Survey.
103p. 2mf. L1 ED 250 437

Assistant Principals

Sociological Perspectives for Research on Educational Administrators: The Role of the Assistant Principal.
44p. 1mf. L1 ED 249 623

Associate Degrees

Self-Evaluation Report: The Associate Degree Nursing Program.
486p. 6mf. L1 ED 250 019

Associated Schools Project

Education for International Understanding. Report of Regional Seminar on the Development of Unesco Associated Schools Project in Asia and the Pacific (Seoul, Republic of Korea, October 27-31, 1981).
118p. 2mf. L1 ED 250 244

International Congress on the Occasion of the Thirtieth Anniversary of the Associated Schools Project. (Sofia, Bulgaria, September 12-16, 1993). Final Report.
60p. 1mf. L2 ED 250 222

Associative Learning

Researching Dialectical Reasoning: Possibilities and Impossibilities.
14p. 1mf. L1 ED 249 414

Asthma

Illness in the Family: Old Myths and New Truths! Unit for Child Studies. Selected Papers Number 19.
16p. 1mf. L1 ED 250 087

Astronomy

Comet Halley Returns. A Teacher's Guide 1985-1986.
56p. 1mf. L1 ED 250 202

Attachment Behavior

Multidimensional Scaling of Attachments and Relationship Loss.
19p. 1mf. L1 ED 249 460

Attendance

Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.
51p. 1mf. L1 ED 250 421

Turning the Tide. Attendance: Policies and Guidelines.
82p. 1mf. L1 ED 250 426

Attention

Mother-Infant Engagements in Dyads with Handicapped and Nonhandicapped Infants: A Pilot Study.

192p.   2mf.   L1   ED 250 341

Research: A Report of the Planning and Research Branch.
76p.   1mf.   L1   ED 250 133

The Chapel Island Education Evaluation Report. Mi'kmaway School. The Micmac Way.
193p.   3mf.   L1   ED 250 323

Canadian Studies

1981 Alberta Social Studies Curriculum.
158p.   2mf.   L1   ED 250 250

Career Assessment Inventory

Expressed and Tested Vocational Interests of Vocational Technical Students versus Non-College Bound Students Using the Career Assessment Inventory.
16p.   1mf.   L1   ED 249 415

Career Awareness

Part West High School "At Your Service," 1982-1983. O.E.E. Evaluation Report.
90p.   1mf.   L1   ED 250 430

Project L'Ouverture, 1982-1983. O.E.E. Evaluation Report.
58p.   1mf.   L1   ED 250 428

Career Change

Academic Counseling for Adults in Transition to High-Tech Careers.
28p.   1mf.   L1   ED 249 371

Career Choice

Expressed and Tested Vocational Interests of Vocational Technical Students versus Non-College Bound Students Using the Career Assessment Inventory.
16p.   1mf.   L1   ED 249 415

Graduate Women's Career Salience, Aspirations, and Involvement.
144p.   2mf.   L1   ED 249 833

The Women's Lifepaths Study: The Course of Role-Innovation over 14 Years.
5p.   1mf.   L1   ED 249 841

Career Counseling

Expressed and Tested Vocational Interests of Vocational Technical Students versus Non-College Bound Students Using the Career Assessment Inventory.
16p.   1mf.   L1   ED 249 415

Re-Employment Training: Evaluation of the Oakland University RECAP/JETS Program.
136p.   2mf.   L1   ED 249 413

The Many Sides of Undergraduate Advisors.
10p.   1mf.   L1   ED 249 915

Career Development

"On the Level". Formative Evaluation: Career Aspirations. Research Report 75.
49p.   1mf.   L1   ED 249 962

Adolescent Career Development and the Family System.
9p.   1mf.   L2   ED 249 423

Schooling and Language Minority Students: A Theoretical Framework.
227p. 3mf. L1 ED 249 773

Self Concept and Self Esteem: Infancy to Adolescence. A Cognitive Developmental Outline with Some Reference to Behaviour and Health Effects. Unit for Child Studies. Selected Papers Number 27.
23p. 1mf. L1 ED 250 095

Stages in the Development of Children's Drawing.
13p. 1mf. L2 ED 250 402

Temperament Influences on Cognition and Achievement in Children with Learning Problems.
24p. 1mf. L1 ED 249 680

The Influence of the Knowledge Base on the Development of Mnemonic Strategies.
10p. 1mf. L1 ED 250 352

The Present of Things Future, Revisited...Again.
20p. 1mf. L1 ED 249 411

The Toddler and the Pre-Schooler. Unit for Child Studies. Selected Papers Number 29.
23p. 1mf. L1 ED 250 097

Writing Stages: A Developmental Hierarchy.
12p. 1mf. L1 ED 249 496

Cognitive Integration

The Effects of Imagining and Perceiving on Problem Solving Strategies.
15p. 1mf. L1 ED 250 345

Cognitive Measurement

Cognitive Development in Writing.
15p. 1mf. L1 ED 249 505

Cognitive Objectives

Steps toward Promoting Cognitive Achievements.
22p. 1mf. L1 ED 249 588

Cognitive Processes

"Trap Setting" in Didactic Materials.
19p. 1mf. L1 ED 249 310

Achievement in Foundations Courses Related to Cognitive Level or Major?
16p. 1mf. L1 ED 250 271

Application of Feuerstein's Mediated Learning Construct to Deaf Persons.
15p. 1mf. L1 ED 249 743

Behavioral Problems and Differential WISC-R Characteristics of Learning Disabled Children.
14p. 1mf. L1 ED 249 720

Children's Sense of Genre: A Study of Performance on Parallel Reading and Writing Tasks.
42p. 1mf. L1 ED 249 474

Clarifying the "A" in CAI for Learners of Different Abilities. Assessing the Cognitive consequences of Computer Environments for Learning (ACCCEL).

Writing. Illinois Community College Board Report to the Illinois Board of Higher Education.
12p. 1mf. L1 ED 250 051

Rules of the Illinois Community College Board, Fiscal Year 1985.
41p. 1mf. L1 ED 250 049

Student Services in Illinois Community Colleges: A Manual for Student Services Professionals.
29p. 1mf. L1 ED 250 032

Study of the Status of Tenure in the Nation's Public Two-Year Colleges.
9p. 1mf. L1 ED 250 029

SUNY Community College Learning Resources Professional Staff Status and Salary Survey, 1983-84.
28p. 1mf. L1 ED 249 917

Transfer Education: California Community Colleges.
110p. 2mf. L1 ED 250 025

Community Control

Media for People in Cities: A Study of Community Media in the Urban Context.
242p. 3mf. L2 ED 249 540

Parent Participation in Decision-Making as Perceived by Parents, Teachers, Principals, and Board Members. A Summary Report.
43p. 1mf. L1 ED 249 569

Community Cooperation

Hand-in-Hand: A Cooperative Venture in Service Planning, Funding and Delivery.
13p. 1mf. L2 ED 249 437

Community Development

Community Facilities, Housing and Community Renewal in New York State: A Preliminary Report.
32p. 1mf. L1 ED 250 127

Community Health Services

Computerized Information Management in Long-Term Care: A Case Study. Technical Report No. 303.
29p. 1mf. L1 ED 249 442

Community Involvement

Manual for Encouraging Parent-Community Involvement in Bilingual Education and English as a Second Language Programs.
44p. 1mf. L1 ED 250 420

Community Programs

Community Based Organizations. The Challenges of the Job Training Partnership Act.
28p. 1mf. L1 ED 249 345

Program Effects of JTPA on Community-Based Organizations.
32p. 1mf. L1 ED 249 344

Trends in Residential Services for Mentally Retarded People: 1977-1982. Brief #23.
21p. 1mf. L1 ED 249 692

Community Relations

South Africa/Time Running Out.
65p. 1mf. L2 ED 250 247

Understanding Nuclear Weapons and Arms Control: A Guide to the Issues. New Edition.
113p. 2mf. L2 ED 250 216

Conversation

New Relationship: Intercultural Communication and Discourse Analysis.
11p. 1mf. L1 ED 249 559

Cooperating Teachers

Inducting Student Teachers: The Role of the Secondary School Principal.
19p. 1mf. L1 ED 249 617

Research-Based Teacher Effectiveness Skills: Perceptions of Members of a Teacher Education Program.
68p. 1mf. L1 ED 250 274

Student Teacher Attitudes regarding Their Experiences in Student Teaching: A Survey.
21p. 1mf. L1 ED 250 286

Cooperation

Cooperative Small-Group Learning.
7p. 1mf. L2 ED 249 625

Effects of Cooperative Learning on Mainstreamed Academically Handicapped Children. Final Report.
33p. 1mf. L1 ED 249 719

Libraries and Archives: Critical Distinctions, Mutual Concerns, and the Need for Increased Cooperation.
16p. 1mf. L1 ED 250 011

Cooperative Learning

Cooperative Small-Group Learning.
7p. 1mf. L2 ED 249 625

Perspectives on Effective Teaching and the Cooperative Classroom. Analysis and Action Series.
51p. 1mf. L2 ED 250 279

Cooperative Planning

Hand-in-Hand: A Cooperative Venture in Service Planning, Funding and Delivery.
13p. 1mf. L2 ED 249 437

Cooperative Programs

Impact and Implications of Technological Change on Educational Institutions.
18p. 1mf. L1 ED 249 944

Long-Term Activities for Minority Institutions in Science and Technology Lake Arrowhead Conference (June 4-8, 1984).
172p. 2mf. L1 ED 250 180

Coping

Children and Loss. Part 1: A Teacher's View: The Child in the Single Parent and Blended Family. Part 2: Helping Children Cope with Loss. Unit for Child Studies. Selected Papers Number 25.

High-Level Managers in an Information Rich Environment.
19p. 1mf. L1 ED 249 552

Decision Making Skills

Self-Management as an Essential Skill: What the Business Literature Suggests. Skills Essential to Learning Television Project: Research Report.
61p. 1mf. L1 ED 249 983

The "Give & Take" Formative Evaluation. Research Report 87.
75p. 1mf. L1 ED 249 971

The Information Acquisition Style and Decision-Making Mode of High-Level Managers in an Information Rich Environment.
19p. 1mf. L1 ED 249 552

Defensiveness

Physiological-Cognitive-Emotional Responses to Defense-Arousing Communication: Overview and Sex Differences.
29p. 1mf. L1 ED 249 558

Definitions

Common Medical Abbreviations and Terminology: Modularized Instruction for Nurses.
18p. 1mf. L1 ED 249 873

Guide to Expository Writing.
97p. 2mf. L1 ED 249 518

LD or Not?
25p. 1mf. L1 ED 249 717

The Three Ring Conception of Giftedness: A Developmental Model for Creative Productivity.
71p. 1mf. L1 ED 249 728

Degrees (Academic)

Academic Programs, Degrees and Other Formal Awards, Fall 1984. State University of New York.
371p. 4mf. L1 ED 249 881

Compendium of University Statistics, 1984 Edition = Compendium de statistique concernant les universites, edition 1984.
59p. 1mf. L2 ED 249 859

The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part III).
165p. 2mf. L2 ED 249 846

Deinstitutionalization (of Disabled)

Issues in Human Rights: A Guide for Parents, Professionals, Policymakers and All Those Who Are Concerned about the Rights of Mentally Retarded and Developmentally Disabled People.
79p. 1mf. L1 ED 249 727

Preventing the Institutionalization of Developmentally Disabled Persons.
14p. 1mf. L1 ED 249 687

Delinquency Prevention

An Evaluation of the Youth Awareness Program (YAP), School Year 1983-84.
42p. 1mf. L1 ED 250 415

(1970s-1980s).
58p. 1mf. L1 ED 250 229

Economic Concepts

Economics: A Guide to Reference Sources.
18p. 1mf. L1 ED 250 235

Economic Development

Contemporary Navajo Affairs: Navajo History Volume III, Part B.
304p. 4mf. L1 ED 250 144

Higher Education and Economic Development in Europe, 1975-1980: (A Statistical and Economic Study) = L'Enseignement Superieur et le Developpement Economique en Europe, 1975-1980: (Etude Statistique et Economique). Vol. II.
361p. 4mf. L1 ED 249 863

Integrated Regional Resources Management. A Syllabus for an International Training Course Based on the Experience of the Tennessee Valley Authority.
22p. 1mf. L1 ED 250 205

Population Growth and Economic and Social Development.
11p. 1mf. L1 ED 250 234

Promoting Economic Development through Entrepreneurship Training and Education. A Selection of Speeches from the Seminar (Hawaii, February 16-17, 1984).
33p. 1mf. L1 ED 249 825

Rural Business, Economic Development, and Employment in New York State: A Preliminary Report.
31p. 1mf. L1 ED 250 125

The Influence of School Quality on Economic Growth: An Historical Look at Mexico, 1880-1945.
46p. 1mf. L1 ED 250 219

Women in Development: Looking to the Future. Hearing before the Committee on Foreign Relations. United States Senate, Ninety-Eighth Congress, Second Session.
162p. 2mf. L1 ED 250 240

Economic Factors

Measuring the Benefits of Clean Air and Water.
165p. 2mf. L2 ED 250 207

The Software Problem.
7p. 1mf. L1 ED 249 597

Economically Disadvantaged

Delphi Analysis of the Instructionally Effective School.
17p. 1mf. L1 ED 249 580

Economics

Economics: A Guide to Reference Sources.
18p. 1mf. L1 ED 250 235

Energy and Economics for the Elementary Grades. Unit I (Grades K-6). Lessons and Activities for the Elementary Grades.
121p. 2mf. L1 ED 250 187

Energy and Economics for the Senior High Grades. Unit III. Lessons and Activities for the Senior High Grades.

73p. 1mf. L1 ED 250 072

Interactive Radio in the Classroom: Ten Years of Proven Success.

22p. 1mf. L1 ED 249 791

Educational Research

Citizen's Notebook for Effective Schools.

373p. 4mf. L1 ED 249 655

Remarks...to the Governor's Task Force on Teacher Education, Meeting at the College of Education, University of Arizona, February 16, 1984.

12p. 1mf. L1 ED 250 313

Research Bases for Teacher Education.

24p. 1mf. L1 ED 250 287

Research in Geographical Education--Volume 2. Papers Presented to the National Meeting of the Australian Geographical Research Association (2nd, Sydney, Australia, December 4-6, 1982).

278p. 3mf. L1 ED 250 220

Stress and the Educational Administrator: A Synthesis of Dissertation Research.

32p. 1mf. L1 ED 249 568

The Faculty Liaison as Research Coordinator: A Growing Need for the Academic Community.

10p. 1mf. L1 ED 250 010

The Research on Higher Education Program. Swedish Research on Higher Education, 1984-5.

29p. 1mf. L1 ED 249 832

Educational Researchers

The Ethnography of Education: Problems and Prospects for Women Researchers.

13p. 1mf. L1 ED 250 334

Educational Resources

Interchange. Program Improvement Products Identified through Networking.

57p. 1mf. L1 ED 249 395

Literature Sources in Elementary and Early Childhood Education.

287p. 3mf. L1 ED 250 066

Resources in Education (RIE). Volume 20, Number 3.

p. mf. L2 ED 249 342

Resources Needed for an Excellent Teacher Preparation Program.

26p. 1mf. L1 ED 250 298

Educational Responsibility

Teacher Education: An All-University Responsibility.

23p. 1mf. L1 ED 250 311

Educational Sociology

Sociological Perspectives for Research on Educational Administrators: The Role of the Assistant Principal.

44p. 1mf. L1 ED 249 623

Educational Strategies

Basic Principles for the Education of Language-Minority Students: An Overview. 1982 Edition.

22p. 1mf. L1 ED 249 815
Selecting Computer Software for Limited English Speakers.
7p. 1mf. L1 ED 250 412
Some Observations on the Syntactic Development of Discourse beyond Childhood.
10p. 1mf. L1 ED 249 776
Student-to-Student: "Welcome to Georgetown."
24p. 1mf. L1 ED 249 769
Study of the Effects of English-Medium Education on Initially Monoglot Spanish-Speaking Gibraltarian Children.
108p. 2mf. L1 ED 249 797
Teaching English as a Foreign Language to the Visually Handicapped.
10p. 1mf. L1 ED 249 808
The Effect of Differing Participant Structures on the Speech of Children Acquiring English as a Second Language.
9p. 1mf. L1 ED 249 782
The Missing Link in ESL Teacher Training.
15p. 1mf. L1 ED 249 813
Understanding English Modals through Space Grammar.
26p. 1mf. L1 ED 249 794

English Curriculum

Changes Real and Imagined: A Historical Examination of Secondary School Literature Teaching and Texts.
25p. 1mf. L1 ED 249 538
Guide to Integrating Language Arts.
52p. 1mf. L1 ED 249 512
Recommended English Language Arts Curriculum Guides, K-12, 1984.
36p. 1mf. L1 ED 249 504

English Departments

Writing Programs.
21p. 1mf. L2 ED 249 850

English for Science and Technology

Teaching Conceptual Paragraphs in EST Courses: A Practical Technique.
12p. 1mf. L1 ED 249 766
Teaching EST without Becoming a Scientist: A Practical Technique.
11p. 1mf. L1 ED 249 765

English Instruction

Catalog of Instructional Materials in English and Dictionaries, 1983-1985.
91p. 1mf. L2 ED 249 531
Changes Real and Imagined: A Historical Examination of Secondary School Literature Teaching and Texts.
25p. 1mf. L1 ED 249 538
English Textbooks Based on Research and Theory--A Possible Dream.
6p. 1mf. L1 ED 249 530
Orwell and Language Study.
64p. 1mf. L2 ED 249 524

Practice. A Study of Dissemination Efforts Supporting School Improvement.
30p. 1mf. L1 ED 249 656

Program Effects of JTPA on Community-Based Organizations.
32p. 1mf. L1 ED 249 344

Promoting Economic Development through Entrepreneurship Training and Education. A Selection of Speeches from the Seminar (Hawaii, February 16-17, 1984).
33p. 1mf. L1 ED 249 825

Federal Records

Guide to Records in the National Archives of the United States Relating to American Indians.
504p. 6mf. L1 ED 250 136

Federal Regulation

Report of the Workshop on the Effort Reporting Requirements of OMB Circular A-21.
59p. 1mf. L1 ED 249 860

The Politics of Federal Aid to Education.
11p. 1mf. L1 ED 249 611

Federal State Relationship

Community Based Organizations. The Challenges of the Job Training Partnership Act.
28p. 1mf. L1 ED 249 345

President Signs Technical Amendments Bill for Chapters 1 and 2.
7p. 1mf. L1 ED 250 404

Feedback

The Development of Guidelines for Feedback on Professional Behavior in Level I Field Work Performance.
40p. 1mf. L1 ED 249 837

Females

An Effective Strategy to Design Mediated Instruction for Female Adults--Compositional Syntactic Placement.
55p. 1mf. L1 ED 249 369

Attitude Change in Women's Studies Courses: A Field Study.
15p. 1mf. L1 ED 250 233

Girls into Science and Technology. Final Report.
56p. 1mf. L1 ED 250 203

Graduate Women's Career Salience, Aspirations, and Involvement.
144p. 2mf. L1 ED 249 833

Hearing on Women's Educational Equity Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 11 To Extend through Fiscal Year 1989 the Authorization of Appropriations for Certain Education Programs, and for Other Purposes.
210p. 3mf. L1 ED 250 226

Images of Women in American Stereographs, 1870-1920.
39p. 1mf. L1 ED 250 221

Math/Science Self-Schemas and Curriculum Choices among University

Geometric Concepts

Logo Activities in Elementary Geometry.
50p. 1mf. L1 ED 250 174

Geometry

Problem Solving in Mathematics, Grade 5. Lane County Mathematics Project. With Teacher's Commentary and Answers.
263p. 3mf. L2 ED 250 209

Problem Solving in Mathematics, Grade 8. Lane County Mathematics Project. With Teacher's Commentary and Answers.
258p. 3mf. L2 ED 250 212

Geophysics

The Earth's Core: How Does It Work? Perspectives in Science. Number 1.
35p. 1mf. L2 ED 250 199

George Peabody College for Teachers TN

Information Requirements of University Faculty. An Investigation into the Information Needs, Habits, and Attitudes of the Faculty of George Peabody College for Teachers of Vanderbilt University.
186p. 2mf. L1 ED 249 987

Georgia

Competency Based Certification of School Administrators: The Georgia Experience.
22p. 1mf. L1 ED 249 637

Germany

The Compleat University: Break from Tradition in Germany, Sweden and the U.S.A.
p. 32mf. L3 ED 249 821

Ghana

Guide to the Academic Placement of Students from Ghana in Educational Institutions of the United States.
57p. 1mf. L2 ED 249 887

Gibraltar

Study of the Effects of English-Medium Education on Initially Monoglot Spanish-Speaking Gibraltarian Children.
108p. 2mf. L1 ED 249 797

Gifted

An Evaluative Overview of the Kendale Pilot Resource Program.
33p. 1mf. L1 ED 249 731

Exceptional Children Status Report for 1982-1983.
59p. 1mf. L1 ED 249 686

GATE: A Model Project for Implementing a Program for Gifted and Talented Education in Rural Schools.
129p. 2mf. L1 ED 250 117

Gifted Education in the 80's: Pitfalls and Possibilities.
14p. 1mf. L1 ED 249 712

Guidelines for Education of the Gifted.
288p. 3mf. L1 ED 249 718

Learning Characteristics of Gifted Youths: Precocious Strategy Use.

Immigrants

Gateway: Deportation. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
45p. 1mf. L2 ED 250 269

Haitian Component Bibliography. Migrant Heritage Studies Kit.
101p. 2mf. L1 ED 250 120

Project A.B.C. Bronx Academic Bilingual Career Program, 1982-1983. O.E.E. Evaluation Report.
70p. 1mf. L1 ED 250 431

Impression Management

Differential Effectiveness of Theoretical Accounts for Paradox.
8p. 1mf. L1 ED 249 427

Incentives

Reducing the Impact of R.I.F.--An Incentive Program.
12p. 1mf. L1 ED 249 620

The Emergency Veterans' Job Training Act of 1983. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Eighth Congress, Second Session.
190p. 2mf. L1 ED 249 356

Incidence

Exceptional Children Status Report for 1982-1983.
59p. 1mf. L1 ED 249 686

Incidental Learning

Age-Related Differences in Incidental Learning.
25p. 1mf. L1 ED 249 452

Income

Cost-Benefit Analysis of SCILS for Early Childhood Training in Academic Achievement. Report 1977-78.
140p. 2mf. L1 ED 250 065

Independent Study

Analysis of Learning Styles of Nursing Students at University of Central Florida. Curriculum and Program Planning.
49p. 1mf. L1 ED 249 834

Comparison between Paced Package and Home Study Courses with Respect to Completion Data. REDEAL Research Report #11. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.
13p. 1mf. L1 ED 249 347

Open Learning: Resource Allocation and Control. Coombe Lodge Working Paper. Information Bank Number 1610.
15p. 1mf. L1 ED 250 016

Spider World: A Robot Language for Learning to Program. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
29p. 1mf. L1 ED 250 178

Indexes

Resources in Education (RIE). Volume 20, Number 3.
p. mf. L2 ED 249 342

Inventory of International Education Activities at Southeast Florida Colleges and Universities.
86p. 1mf. L1 ED 249 827

International Educational Exchange

International Congress on the Occasion of the Thirtieth Anniversary of the Associated Schools Project. (Sofia, Bulgaria, September 12-16, 1983). Final Report.
60p. 1mf. L2 ED 250 222

NAFSA Self-Study Guide: A Guide for the Self-Assessment of Programs and Services with International Educational Exchange at Postsecondary Institutions.
50p. 1mf. L2 ED 249 847

International Organizations

Lifelong Education in University Life in the Arab Countries: The Qatar University Experience.
29p. 1mf. L1 ED 249 820

International Programs

International Congress on the Occasion of the Thirtieth Anniversary of the Associated Schools Project. (Sofia, Bulgaria, September 12-16, 1983). Final Report.
60p. 1mf. L2 ED 250 222

Internship Programs

Indian Resource Development. Annual Report, 1983-1984.
62p. 1mf. L1 ED 250 122

Making an Internship Program Successful: The Necessary Ingredients.
18p. 1mf. L1 ED 249 542

Practical Guide to Development and Administration of an Internship Program: Issues, Procedures, Forms.
30p. 1mf. L1 ED 249 539

Interpersonal Communication

Dentist-Patient Communication. A Report to the General Dental Council.
277p. 3mf. L1 ED 249 763

Intrapersonal Perceptions of Shyness and Humor as Related to Interpersonal Perceptions of Social Distance and Humorousness.
45p. 1mf. L1 ED 249 459

Spanish: Familiarization and Short-Term Training.
567p. 6mf. L1 ED 249 792

Interpersonal Competence

"On the Level" Final Report on Formative Evaluation. Research Report 77.
91p. 1mf. L1 ED 249 964

"On the Level". Formative Evaluation: Alone vs. Lonely. Research Report 74.
47p. 1mf. L1 ED 249 961

"On the Level". Formative Evaluation: Changing Family Relationships. Research Report 73.
39p. 1mf. L1 ED 249 960

25p. 1mf. L1 ED 249 717

Liberal Arts College Learning Skills Program.
32p. 1mf. L1 ED 249 707

Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

New Approach to Learning Disability Programs in Post-Secondary Education.
30p. 1mf. L1 ED 249 702

Social Relations in Children with Learning Disabilities Revisited: Social Status, Perceived Social Competence, and Conceptions of Friendship.
12p. 1mf. L1 ED 249 683

Survey of Current Placement Practices and Eligibility Criteria for the Learning Disabled Child in Oklahoma.
64p. 1mf. L1 ED 249 734

Temperament Influences on Cognition and Achievement in Children with Learning Problems.
24p. 1mf. L1 ED 249 680

Verbal Deficit in Learning Disabilities: Electrophysiological Evidence for Visuospatial Processing Predominance.
16p. 1mf. L1 ED 249 682

Learning Laboratories

Telecourses and Learning Laboratory Utilization: A Survey to Identify the Learner Population and Their Utilization Patterns for Long Range Planning.
24p. 1mf. L1 ED 249 835

Learning Modules

Analysis of Learning Styles of Nursing Students at University of Central Florida. Curriculum and Program Planning.
49p. 1mf. L1 ED 249 834

Common Medical Abbreviations and Terminology: Modularized Instruction for Nurses.
18p. 1mf. L1 ED 249 873

Comparison between Paced Package and Home Study Courses with Respect to Completion Data. REDEAL Research Report #11. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.
13p. 1mf. L1 ED 249 347

Prototype Educational Delivery System Using Water Quality Monitoring as a Model.
55p. 1mf. L1 ED 249 351

Learning Processes

Computers and Girls: Rethinking the Issues. Technical Report No. 24.
22p. 1mf. L2 ED 249 922

Constraints on Learning: Studies in the Acquisition of American Sign Language.
23p. 1mf. L1 ED 249 790

Malpractice Insurance Requirements in Counselor Education Master's Degree Programs: A Survey.
15p. 1mf. L1 ED 249 422

Management by Objectives

Management by Objective and Its Formal Performance Appraisal: A Versatile Tool of Management.
17p. 1mf. L1 ED 250 008

Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-Based Performance Evaluation Process with Accompanying Supervisor's Manual.
48p. 1mf. L1 ED 249 986

Management Development

Changing Educational Practice through Continuing Professional Development Programs.
20p. 1mf. L1 ED 249 609

Critical Decisions in the Professional Preparation and Development of School Administrators in Developing Areas. A Discussion Paper Prepared for the CASEA section of CSSE (Vancouver, BC, Canada, June 5, 1983).
48p. 1mf. L1 ED 249 573

Instructional Management Academy.
6p. 1mf. L1 ED 249 583

Management Development at Hewlett-Packard.
9p. 1mf. L1 ED 249 592

Management Training in Educational Systems.
39p. 1mf. L1 ED 249 628

Post Certification Development of Teachers and Administrators.
27p. 1mf. L1 ED 250 291

Preparing Educational Administrators for the Year 2000 and Beyond.
9p. 1mf. L1 ED 249 618

Management Information Systems

The Turnstile: A Management System for Individualizing Instruction in Programs for Gifted and Talented.
31p. 1mf. L1 ED 250 118

Use of Microcomputers for School Hearing Screening and Evaluation Records.
9p. 1mf. L1 ED 249 747

Management Systems

Preparing Educational Administrators for the Year 2000 and Beyond.
9p. 1mf. L1 ED 249 618

Management Teams

Case Study of School Climate Improvement at an Urban Junior High School.
19p. 1mf. L1 ED 250 438

Manipulative Materials

The Effect of Three Types of Brain-Based Instruction on the Mathematics Achievement and Attitudes of Second Grade Students.
16p. 1mf. L1 ED 250 155

Manitoba

56p. 1mf. L1 ED 249 930

Microcomputer Applications in Education: Now to Next Decade.
8p. 1mf. L1 ED 249 596

Microcomputers in the Learning Center: Guidelines for Avoiding Costly Mistakes.
15p. 1mf. L1 ED 250 036

Microcomputers--What It Takes to Get Started. Computer Exercises for Foreign Language Teaching or: Getting Your Apple to LISP.
21p. 1mf. L1 ED 249 799

MicroSIFT Courseware Evaluations. Set 11 (223-259), Set 12 (260-293), and a Special Set of 99 LIBRA Reviews of Junior High School Science Software, Including Subject and Title Indexes Covering Sets 1-12 and Special Set L .
329p. 4mf. L1 ED 249 918

Prospects and Challenges for Using Microcomputers in School. Technical Report No. 7.
23p. 1mf. L1 ED 249 927

Research Report on the Japanese School System, Computer-Aided Instruction in Japan and the Japanese Home Computer Market.
104p. 2mf. L1 ED 249 645

Solutions Unlimited: Delphi Study on Policy Issues in the Introduction and Management of Computers in the Classroom. Research Report 90.
94p. 1mf. L1 ED 249 973

Structured Interviews on Children's Conceptions of Computers. Technical Report No. 19.
41p. 1mf. L1 ED 249 932

The Effectiveness of the Instructional Use of Computers for Students with Mild Learning Problems: A Review of the Literature and Research.
24p. 1mf. L1 ED 249 688

The Gap between Promise and Reality in Computer Education: Planning a Response.
21p. 1mf. L1 ED 249 598

The Junior Computer Dictionary. 101 Useful Words and Definitions to Introduce Students to Computer Terminology.
67p. 1mf. L2 ED 249 494

The Microcomputer as a Medium for Young Children. Technical Report No. 26.
16p. 1mf. L2 ED 249 923

Using Interactive Computing to Expand Intelligence Testing: A Critique and Prospectus. Report No. 84-2.
85p. 1mf. L1 ED 250 320

Micronesia

Culture and Education in Micronesia.
62p. 1mf. L1 ED 250 253

MicroSIFT

MicroSIFT Courseware Evaluations. Set 11 (223-259), Set 12 (260-293), and a Special Set of 99 LIBRA Reviews of Junior High

Central Florida. Curriculum and Program Planning.
49p. 1mf. L1 ED 249 834

Self-Evaluation Report: The Associate Degree Nursing Program.
486p. 6mf. L1 ED 250 019

Nutrition

Fun Food Experiences for Preschool Children with Handicaps.
101p. 2mf. L1 ED 249 730

Health Services: Clinical. Dietary Aide. Instructor's Manual. Competency-Based Education.
101p. 2mf. L1 ED 249 377

In the Middle: Perspectives on Transescence and Middle School Education.
50p. 1mf. L1 ED 250 078

Nutrition Instruction

Communication Planning for Effective Nutrition Programs.
36p. 1mf. L1 ED 249 937

Homemaker Reaction to EFNEP/Food Stamp Pilot Nutrition Education Project. A 1983 Pennsylvania and Massachusetts Survey. Extension Studies 92.
42p. 1mf. L1 ED 249 363

Parents and Nutrition.
16p. 1mf. L1 ED 250 074

Objectives

Management by Objective and Its Formal Performance Appraisal: A Versatile Tool of Management.
17p. 1mf. L1 ED 250 008

Perspectives on the Social Studies: Report for the Agency for Instructional Television. Research Report 78.
91p. 1mf. L1 ED 249 965

Observation

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use.
181p. 2mf. L1 ED 249 951

Occupational Aspiration

Graduate Women's Career Salience, Aspirations, and Involvement.
144p. 2mf. L1 ED 249 833

Occupational Information

Evaluation of the Unified Compensation and Classification Plan.
40p. 1mf. L1 ED 249 600

Michigan Occupational Information System (MOIS) Application Training 1985.
95p. 1mf. L1 ED 249 359

Occupational Mobility

Evolving Jobs and Nonteaching Professional Staff in Universities: An Alternative Perspective on Career Mobility Processes. Final Project Report.
97p. 2mf. L1 ED 249 819

Occupational Tests

The Peninsula Academies. Third Yearly Interim Report.
73p. 1mf. L1 ED 249 358

Pennsylvania

The Development of a Course of Study Planning Guide for Vocational Agriculture.
256p. 3mf. L1 ED 249 349

Turning the Tide. Attendance: Policies and Guidelines.
82p. 1mf. L1 ED 250 426

Turning the Tide. Discipline: Policies and Guidelines.
112p. 2mf. L1 ED 250 425

Pennsylvania State University

Mainstreaming Continuing Professional Education: A Conceptual Approach and an Empirical Study.
79p. 1mf. L1 ED 249 882

Percentage

Problem Solving in Mathematics, Grade 7. Lane County Mathematics Project. With Teacher's Commentary and Answers.
255p. 3mf. L2 ED 250 211

Perception

Do Babies Think? How Do Babies Think? Unit for Child Studies. Selected Papers Number 23.
22p. 1mf. L1 ED 250 091

The Effects of Unitization and Role Behavior on Hearing and Hearing Impaired Observer's Certainty of Their Attributions.
12p. 1mf. L1 ED 249 695

Performance

Measurement and Evaluation of Reference/Information Service in Law School Depository Libraries: A Bibliography.
20p. 1mf. L1 ED 249 985

Relationship between Actual Performance and Perceived Performance across the Life Span.
13p. 1mf. L1 ED 249 449

Science in Schools, Age 11: Report No. 2. Assessment of Performance Unit.
p. 61mf. L3 ED 250 185

Performance Contracts

Management by Objective and Its Formal Performance Appraisal: A Versatile Tool of Management.
17p. 1mf. L1 ED 250 008

Performance Factors

An Analysis of WAIS-R Performance by Sample Stratification Variables Used during Standardization.
24p. 1mf. L1 ED 249 409

Effects of Preliminary Directions on Table- and Graph-Using Proficiencies of Upper Elementary Schoolers.
60p. 1mf. L1 ED 250 389

Identification of Variables Which Affect Student Performance on Examinations for Licensure as a Registered Nurse.
85p. 1mf. L1 ED 250 355

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.
23p. 1mf. L1 ED 249 948

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume V. Appendices to Technical Report.
257p. 3mf. L1 ED 249 953

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Televsision Series. Volume I. Technical Report.
241p. 3mf. L1 ED 249 949

Secondary Health Project: Concepts Review. Research Report 70.
60p. 1mf. L1 ED 249 957

Solutions Unlimited: Evaluation of Prototype Units 1 and 3. Research Report 89.
43p. 1mf. L1 ED 249 972

Solving Problems. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 980

Summary of the "ThinkAbout" Cluster Evaluation: Collection Information.
25p. 1mf. L1 ED 249 947

Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
26p. 1mf. L1 ED 250 176

The Effects of Imagining and Perceiving on Problem Solving Strategies.
15p. 1mf. L1 ED 250 345

The Role of Prior Knowledge and Strategy-Shifting in Spatial Ability.
11p. 1mf. L1 ED 250 319

Problem Solving in Mathematics Project

Alternative Problem Solving in Mathematics, Grade 4-6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
302p. 4mf. L1 ED 250 214

Problem Solving in Mathematics, Grade 4. Lane County Mathematics Project. With Teacher's Commentary and Answers.
385p. 5mf. L2 ED 250 208

Problem Solving in Mathematics, Grade 5. Lane County Mathematics Project. With Teacher's Commentary and Answers.
263p. 3mf. L2 ED 250 209

Problem Solving in Mathematics, Grade 6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
242p. 3mf. L2 ED 250 210

Problem Solving in Mathematics, Grade 7. Lane County Mathematics Project. With Teacher's Commentary and Answers.
255p. 3mf. L2 ED 250 211

Problem Solving in Mathematics, Grade 8. Lane County Mathematics Project. With Teacher's Commentary and Answers.

1980).
436p. 5mf. L1 ED 250 186

Psychometrics

Management and Research Perspectives on the CFK School Climate Instrument.
19p. 1mf. L1 ED 249 619

Psychomotor Skills

Do Babies Think? How Do Babies Think? Unit for Child Studies. Selected Papers Number 23.
22p. 1mf. L1 ED 250 091

Psychophysiology

The Use of Event-Related Brain Potentials to Measure Cognitive Processing Deficits in the Brain-Injured.
22p. 1mf. L1 ED 250 353

Psychosomatic Disorders

Illness in the Family: Old Myths and New Truths! Unit for Child Studies. Selected Papers Number 19.
16p. 1mf. L1 ED 250 087

Public Access

OCLC Public Access Terminals in Small and Medium-Sized Libraries. Illinois Valley Library System OCLC Experimental Project. Report No. 6.
91p. 1mf. L1 ED 250 004

Public Access Television

Public Access Cable Television: Extending the Production Laboratory for College Students.
18p. 1mf. L1 ED 249 565

Public Administration

Government and Management in Rural New York State: A Preliminary Report.
50p. 1mf. L1 ED 250 130

Public Education

Critical Issues in Elementary and Secondary Education: A Discussion Guide for Christians.
43p. 1mf. L1 ED 249 572

Public Elementary and Secondary Education in the United States, 1981-82: A Statistical Compendium.
219p. 3mf. L1 ED 249 649

The Comprehensive Education Plan, SY 1984-85. Quality Teaching and Learning: A Blueprint for Continued Success.
623p. 7mf. L1 ED 249 604

The Current Provision for Further and Higher Education in Wales. Coombe Lodge Working Paper. Information Bank Number 1627.
14p. 1mf. L1 ED 249 857

Public Libraries

OCLC Public Access Terminals in Small and Medium-Sized Libraries. Illinois Valley Library System OCLC Experimental Project. Report No. 6.
91p. 1mf. L1 ED 250 004

29p. 1mf. L1 ED 249 832

Research and Development Exchange

Communication: A Tool for School Improvement.
66p. 1mf. L1 ED 249 636

Research Design

Identifying Effective Practices and Programs: A Guide Book.
94p. 1mf. L1 ED 249 615

Research Libraries

Processing and Data Distribution within the Research Libraries Information Network.
276p. 3mf. L1 ED 249 993

Quantitative Criteria for Academic Research Libraries.
142p. 2mf. L2 ED 249 988

Research Libraries Group

Processing and Data Distribution within the Research Libraries Information Network.
276p. 3mf. L1 ED 249 993

Research Methodology

"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.
17p. 1mf. L2 ED 249 924

Classification of Residential Facilities for Mentally Retarded People. Brief #24.
24p. 1mf. L1 ED 249 693

Collecting Data in High Schools: Methods and Madness. R&D Report No. 3183.
39p. 1mf. L1 ED 250 392

Environmental Fact Seeker's Guide for Students & Teachers in Alberta. Revised Edition.
43p. 1mf. L1 ED 250 182

Identifying Effective Practices and Programs: A Guide Book.
94p. 1mf. L1 ED 249 615

Investigating the Problem of Skill Generalization. 2nd Edition.
65p. 1mf. L1 ED 249 737

Issues regarding Nonformal Evaluation of Nonformal Education in Zoos.
19p. 1mf. L1 ED 250 172

Management and Research Perspectives on the CFK School Climate Instrument.
19p. 1mf. L1 ED 249 619

Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

Program Evaluation for Effective Special Education. Research & Resources on Special Education: Issue IV.
23p. 1mf. L1 ED 249 724

Research in Science Education in the Federal Republic of Germany.
36p. 1mf. L1 ED 250 165

31p. 1mf. L2 ED 249 533

Remarks...to the Governor's Task Force on Teacher Education, Meeting at the College of Education, University of Arizona, February 16, 1984.
12p. 1mf. L1 ED 250 313

School Answers Back: Responding to Student Drug Use.
158p. 2mf. L2 ED 249 450

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume II.
94p. 1mf. L1 ED 250 306

School Segregation

Testing Results for Minority Isolated Schools. Evaluation Services Department Report No. 350.
323p. 4mf. L1 ED 250 329

School Statistics

High School Profiles, 1982-83.
88p. 1mf. L1 ED 250 321

Public Elementary and Secondary Education in the United States, 1981-82: A Statistical Compendium.
219p. 3mf. L1 ED 249 649

School Supervision

Issues for School Improvement.
14p. 1mf. L1 ED 249 581

Three Principal Styles of Facilitating School Improvement.
13p. 1mf. L1 ED 249 582

School Support

Improving School Programs--Some Administrative Insights and Policy Guidelines.
25p. 1mf. L1 ED 249 650

Opinions of Strategic Constituencies Regarding Community College Activities at Maricopa and Central Arizona College.
8p. 1mf. L1 ED 250 038

School Surveys

Charles R. Spain Career Enrichment Center, Delivery of Services Evaluation.
238p. 3mf. L1 ED 250 324

Choosing Equipment and Setting Policies in Radio and Television Labs.
9p. 1mf. L1 ED 249 560

Learner Outcomes Handbook. Improving Community College Evaluation and Planning.
71p. 1mf. L1 ED 250 047

Survey of MCPS Personnel on Student Behavior and Discipline.
54p. 1mf. L1 ED 249 601

Survey of Secondary School Perceptions: Students, Parents, Staff. Research Report.
59p. 1mf. L1 ED 250 338

Schools of Education

Student Packet I. Office Occupations.
119p. 2mf. L1 ED 249 398

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet III. Office Occupations.
94p. 1mf. L1 ED 249 400

Situational Variables

Causal Chains: Intervening Causation and Attribution of Responsibility.
35p. 1mf. L1 ED 249 420

Personality and Situation in the Prediction of Women's Career-Related Self-Efficacy Expectations and Life Satisfaction.
23p. 1mf. L1 ED 249 429

Skill Analysis

On the Cognitive Prerequisites of Learning Computer Programming. Technical Report No. 18.
94p. 1mf. L1 ED 249 931

Skill Development

"ThinkAbout" Cluster Evaluation: Collecting Information.
305p. 4mf. L1 ED 249 946

Cognition in Fifth and Sixth Grade Children. Skills Essential to Learning Television Project: Working Paper.
26p. 1mf. L1 ED 249 979

On the Cognitive Effects of Learning Computer Programming: A Critical Look. Technical Report No. 9.
48p. 1mf. L2 ED 249 919

On the Cognitive Prerequisites of Learning Computer Programming. Technical Report No. 18.
94p. 1mf. L1 ED 249 931

Policy Issues in Computer Education. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
44p. 1mf. L1 ED 250 175

Solutions Unlimited: Evaluation of Prototype Units 1 and 3. Research Report 89.
43p. 1mf. L1 ED 249 972

Solving Problems. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 980

Spider World: A Robot Language for Learning to Program. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
29p. 1mf. L1 ED 250 178

Summary of the "ThinkAbout" Cluster Evaluation: Collection Information.
25p. 1mf. L1 ED 249 947

Summer Programs for the Severely Handicapped. Evaluation Report.
315p. 4mf. L1 ED 249 758

Time Management: A Training Manual for College Teachers and Counselors.
17p. 1mf. L1 ED 249 410

205p. 3mf. L1 ED 250 228

State Legislation

Final Summary of Legislation Affecting Community Colleges, 1983-84 Session.
35p. 1mf. L1 ED 250 031

Preschool Special Education. Research & Resources on Special Education: Issue V.
24p. 1mf. L1 ED 249 725

Questions Teachers Ask about Legal Aspects of Reporting Child Abuse and Neglect.
34p. 1mf. L2 ED 249 634

Regulations of the Commissioner of Education. Subchapter P, Pursuant to Sections 207 and 4403 of the Education Law. Part 200--Handicapped Children, Effective July 1, 1984. As Amended April 27, 1984.
57p. 1mf. L1 ED 249 756

Study of the Status of Tenure in the Nation's Public Two-Year Colleges.
9p. 1mf. L1 ED 250 029

Teacher Certification Struggle in New Jersey. Appendices.
284p. 3mf. L1 ED 250 316

The California Mentor Teacher Program.
6p. 1mf. L1 ED 249 595

The Costs and Benefits of Openness: Sunshine Laws and Higher Education.
78p. 1mf. L2 ED 249 851

The History of Wisconsin's General State Aid Formula for Elementary and High School Districts. Bulletin No. 4324.
225p. 3mf. L1 ED 249 648

The Teacher Certification Struggle in New Jersey.
72p. 1mf. L1 ED 250 315

White House Conference on Library and Information Services Follow-Up Inquiry. State/Territory Agency Responses.
40p. 1mf. L1 ED 249 998

State Libraries

Library of Michigan Long-Range Plan, 1 October 1984 to 30 September 1987.
33p. 1mf. L1 ED 249 990

State Programs

Career Development Interpretive Report, 1983-4.
126p. 2mf. L1 ED 250 384

Exceptional Children Status Report for 1982-1983.
59p. 1mf. L1 ED 249 686

Maryland Accountability Testing Program Annual Report. School Year 1982-1983.
141p. 2mf. L1 ED 250 364

Maryland Accountability Testing Program Annual Report. School Year 1981-1982.
143p. 2mf. L1 ED 250 363

Members of a Teacher Education Program.
68p. 1mf. L1 ED 250 274

Student Teachers

Inducting Student Teachers: The Role of the Secondary School Principal.
19p. 1mf. L1 ED 249 617

Research-Based Teacher Effectiveness Skills: Perceptions of Members of a Teacher Education Program.
68p. 1mf. L1 ED 250 274

Student Teacher Attitudes regarding Their Experiences in Student Teaching: A Survey.
21p. 1mf. L1 ED 250 286

Student Teaching

Student Teacher Attitudes regarding Their Experiences in Student Teaching: A Survey.
21p. 1mf. L1 ED 250 286

Student Transportation

How to Cut Costs by Saving School Bus Fuel.
17p. 1mf. L1 ED 249 666

Legal Aspects of Pupil Transportation.
55p. 1mf. L2 ED 249 610

Student Management on School Buses.
12p. 1mf. L1 ED 249 608

Talk to the National School Transportation Association.
27p. 1mf. L1 ED 249 638

Student Unions

Look at the Future from the College Union and Activities Perspective.
6p. 1mf. L1 ED 249 840

Study Abroad

Students Abroad: A Guide for Selecting a Foreign Education.
23p. 1mf. L1 ED 249 879

Study Groups

The Study Group: Faculty Helping Themselves to Improve Their Instructional Abilities. College Teaching Monograph.
21p. 1mf. L1 ED 249 908

Study Habits

Effects of Self-Control and Thinking Tools Training on Academic Performance of Undergraduate Venezuelan Students.
20p. 1mf. L1 ED 250 346

Study of Dissemination Efforts Support Sch

Coordinating Assistance in School Improvement Efforts: Issues to Consider.
13p. 1mf. L1 ED 249 658

External Facilitators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School Improvement.
30p. 1mf. L1 ED 249 656

Study Skills

235p. 3mf. L1 ED 249 905

Cooperation in the Classroom: Students and Teachers Together. Analysis and Action Series.
66p. 1mf. L2 ED 250 278

Current Research on Effective Classroom Management.
16p. 1mf. L1 ED 249 586

How Is a Chinese Student Like a Thermos Bottle?
11p. 1mf. L1 ED 249 818

Peter Elbow's "Believing Game": A Focus for a Writing Conference.
13p. 1mf. L1 ED 249 510

Research on Teacher Expectations.
15p. 1mf. L1 ED 249 587

Social Problem-Solving in Classrooms.
12p. 1mf. L1 ED 250 374

Survey of MCPS Personnel on Student Behavior and Discipline.
54p. 1mf. L1 ED 249 601

Teacher Effects.
25p. 1mf. L1 ED 249 585

Teachers, Their World, and Their Work. Implications for School Improvement.
155p. 2mf. L2 ED 250 285

Teacher Supervision

Inducting Student Teachers: The Role of the Secondary School Principal.
19p. 1mf. L1 ED 249 617

Issues for School Improvement.
14p. 1mf. L1 ED 249 581

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Final Report.
230p. 3mf. L1 ED 249 661

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Summary Report.
71p. 1mf. L1 ED 249 662

Teacher Supply and Demand

The Higher Education System in Israel: Guidelines on the Development of the System and Its Planning for 1988 with a First Glance at 1995.
109p. 2mf. L1 ED 249 830

Teacher Workshops

Teacher Participation in Mathematics Curriculum Development and Implementation in Three Northern States of Nigeria.
387p. 5mf. L1 ED 250 151

Teachers

Guidelines to Media Utilization: Lessons from Project Discovery. Research Report 64.

"ThinkAbout" Content Analysis: Final Report.
100p. 2mf. L1 ED 249 954

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Televsision Series. Volume I. Technical Report.
241p. 3mf. L1 ED 249 949

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.
23p. 1mf. L1 ED 249 948

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume IV. A View of Viewers: Observations on the Response to and Classroom Use of "ThinkAbout."
123p. 2mf. L1 ED 249 952

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume V. Appendices to Technical Report.
257p. 3mf. L1 ED 249 953

Research on the Introduction, Use, and Impact of "ThinkAbout" Instructional Television Series. Volume II. "ThinkAbout": Teacher Use and Student Response in Three Classrooms.
193p. 3mf. L1 ED 249 950

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use.
181p. 2mf. L1 ED 249 951

Summary of the "ThinkAbout" Cluster Evaluation: Collection Information.
25p. 1mf. L1 ED 249 947

Time

Self-Management as an Essential Skill: What the Business Literature Suggests. Skills Essential to Learning Television Project: Research Report.
61p. 1mf. L1 ED 249 983

Time Factors (Learning)

Accelerating Reading and Comprehension in Poverty-Level Preschoolers Using a Synthetic Phonics Program.
89p. 1mf. L1 ED 250 076

Bar Graph-Using Operations and Response Time.
31p. 1mf. L1 ED 250 381

Microcomputers--What It Takes to Get Started. Computer Exercises for Foreign Language Teaching or: Getting Your Apple to LISP.
21p. 1mf. L1 ED 249 799

Pivotal Skills in Elementary Mathematics Instruction.
52p. 1mf. L1 ED 250 159

Research and Teacher Effectiveness.
19p. 1mf. L1 ED 249 584

Time Management

Self-Management as an Essential Skill: What the Business Literature Suggests. Skills Essential to Learning Television Project: Research Report.

22p. 1mf. L1 ED 249 637

Fall 1983 Salary Survey Report for the Illinois Public Community Colleges.

47p. 1mf. L1 ED 250 054

Guidelines to Media Utilization: Lessons from Project Discovery. Research Report 64.

34p. 1mf. L1 ED 249 955

Inservice for School Administrators: A Status Report.

27p. 1mf. L1 ED 249 639

National Education Practice File. Final Report. Evaluation Report.

430p. 5mf. L1 ED 250 015

Stress and the Educational Administrator: A Synthesis of Dissertation Research.

32p. 1mf. L1 ED 249 568

SUNY Community College Learning Resources Professional Staff Status and Salary Survey, 1983-84.

28p. 1mf. L1 ED 249 917

The Information Acquisition Style and Decision-Making Mode of High-Level Managers in an Information Rich Environment.

19p. 1mf. L1 ED 249 552

Admission Criteria

Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT.

24p. 1mf. L2 ED 250 360

Adolescent Development

Coping with Adolescence: Perspectives of Retarded Individuals and Their Family.

24p. 1mf. L1 ED 249 689

The Development of Discourse Planning Skills in Early and Late Adolescence.

21p. 1mf. L1 ED 249 547

Adolescent Literature

The ALAN Review. Fall 1984.

33p. 1mf. L1 ED 249 532

Adolescents

Abused Adolescents: How Schools and Educators Can Help.

17p. 1mf. L1 ED 249 684

Adolescent Career Development and the Family System.

9p. 1mf. L2 ED 249 423

Adolescent Morality: Social Responsibility versus Alienation. Unit for Child Studies. Selected Papers Number 26.

12p. 1mf. L1 ED 250 094

Adolescent Thinking: Self-Concept, Relationships and Punk. Unit for Child Studies. Selected Papers Number 28.

19p. 1mf. L1 ED 250 096

Adolescents in Crisis: Parental Involvement. Hearing before the Subcommitte on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining How Best to Help Adolescents with

24p. 1mf. L1 ED 249 701

Attitude Change

Attitude Change in Women's Studies Courses: A Field Study.
15p. 1mf. L1 ED 250 233

Girls into Science and Technology. Final Report.
56p. 1mf. L1 ED 250 203

Impact and Implications of Technological Change on Individuals and Industry.
13p. 1mf. L1 ED 249 440

Attitude Measures

Attitude Change in Women's Studies Courses: A Field Study.
15p. 1mf. L1 ED 250 233

Report on the Results of the May, 1984 Survey of Northwestern High School Students and a Comparison of Survey Results for the Last Three Years.
87p. 1mf. L1 ED 250 400

The Development of the Economics Values Inventory. Report to the Foundation for Teaching Economics.
75p. 1mf. L1 ED 250 243

The School Assessment Survey: A Data-Based Tool for School Improvement.
12p. 1mf. L1 ED 250 401

Attitudes

An Empirical Investigation of Media Program Preferences and Tastes.
21p. 1mf. L1 ED 249 543

Attitudes and Attitude Change in Special Education: Theory and Practice.
270p. 3mf. L1 ED 249 694

Responding to Disability: A Question of Attitude.
40p. 1mf. L1 ED 249 700

Attribution Theory

Affect and Causal Attribution in Marital Conflicts: An Exploratory Study.
54p. 1mf. L1 ED 249 419

Causal Chains: Intervening Causation and Attribution of Responsibility.
35p. 1mf. L1 ED 249 420

The Effects of Unitization and Role Behavior on Hearing and Hearing Impaired Observer's Certainty of Their Attributions.
12p. 1mf. L1 ED 249 695

Audience Analysis

An Empirical Investigation of Media Program Preferences and Tastes.
21p. 1mf. L1 ED 249 543

Audience Participation

Rhetorical Choice in Mansfield's November 25, 1963 Eulogy.
19p. 1mf. L1 ED 249 566

Audience Response

Career Development Interpretive Report, 1983-4.
126p. 2mf. L1 ED 250 384

Michigan Occupational Information System (MOIS) Application Training 1985.
95p. 1mf. L1 ED 249 359

Personality and Situation in the Prediction of Women's Career-Related Self-Efficacy Expectations and Life Satisfaction.
23p. 1mf. L1 ED 249 429

Career Education

Charles R. Spain Career Enrichment Center, Delivery of Services Evaluation.
238p. 3mf. L1 ED 250 324

E.C.I.A. Chapter 1, Part B. Institutionalized Facilities Program, Summer 1983. Final Evaluation Report.
24p. 1mf. L1 ED 250 435

George Washington High School Bilingual Academic and Career Orientation Program, 1982-1983. O.E.E. Evaluation Report.
84p. 1mf. L1 ED 250 433

Michigan Occupational Information System (MOIS) Application Training 1985.
95p. 1mf. L1 ED 249 359

Project A.B.C. Bronx Academic Bilingual Career Program, 1982-1983. O.E.E. Evaluation Report.
70p. 1mf. L1 ED 250 431

Career Exploration

Business and Office Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
277p. 3mf. L1 ED 249 382

Communication and Media Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
151p. 2mf. L1 ED 249 388

Construction Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
102p. 2mf. L1 ED 249 386

Environmental Control Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
66p. 1mf. L1 ED 249 390

Home Economics Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
539p. 6mf. L1 ED 249 391

Hospitality and Recreation Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
402p. 5mf. L1 ED 249 394

Industrial Communications Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
76p. 1mf. L1 ED 249 389

Manufacturing Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
139p. 2mf. L1 ED 249 387

33p. 1mf. L1 ED 250 177

Cognition in Fifth and Sixth Grade Children. Skills Essential to Learning Television Project: Working Paper.
26p. 1mf. L1 ED 249 979

Coherence and Cognitive Style.
34p. 1mf. L1 ED 249 488

Designing an Integrated Instructional and Assessment System for Critical Thinking Skills.
22p. 1mf. L1 ED 249 589

Framework for Relating Cognitive to Neural Systems. Cognitive Science Program, Technical Report No. 84-2.
44p. 1mf. L1 ED 250 349

Individual Differences in Cognition: Verbal Ability, Clustering, and Retrieval Speed.
30p. 1mf. L1 ED 250 357

On the Cognitive Effects of Learning Computer Programming: A Critical Look. Technical Report No. 9.
48p. 1mf. L2 ED 249 919

On the Cognitive Prerequisites of Learning Computer Programming. Technical Report No. 18.
94p. 1mf. L1 ED 249 931

Policy Issues in Computer Education. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
44p. 1mf. L1 ED 250 175

Proceedings of the International Conference for the Psychology of Mathematics Education (4th, Berkeley, California, August 16-17, 1980).
436p. 5mf. L1 ED 250 186

Researching Dialectical Reasoning: Possibilities and Impossibilities.
14p. 1mf. L1 ED 249 414

Spatial Performance, Cognitive Representation, and Cerebral Processes. Final Report.
23p. 1mf. L1 ED 250 375

Spider World: A Robot Language for Learning to Program. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
29p. 1mf. L1 ED 250 178

Study in the Development of Discourse Competence: David: A Six-Year-Old Discovers Authorship.
77p. 1mf. L1 ED 249 521

Teaching Independent Reflective Processes in Writing: A Follow-Up Study.
11p. 1mf. L1 ED 249 522

The Use of Event-Related Brain Potentials to Measure Cognitive Processing Deficits in the Brain-Injured.
22p. 1mf. L1 ED 250 353

Using Oral Communication in the Regular Curriculum.
10p. 1mf. L1 ED 249 550

Superintendent-Community Relationship in the United States and Alaska.
26p. 1mf. L1 ED 249 616

Community Resources

To Be Old, Gifted, and Black...Untapped Resources.
17p. 1mf. L1 ED 249 424

Community Services

Preventing the Institutionalization of Developmentally Disabled Persons.
14p. 1mf. L1 ED 249 687

Summary of How States Use Local Agencies to Provide Services for Children and Youth.
56p. 1mf. L1 ED 250 067

To Be Old, Gifted, and Black...Untapped Resources.
17p. 1mf. L1 ED 249 424

Comparative Analysis

Winning Orations: An Historical, Comparative Perspective of the Interstate Oratorical Contest.
16p. 1mf. L1 ED 249 562

Comparative Education

Didactics of Geography. A Selected Bibliography for 1981. Information Bulletin.
247p. 3mf. L1 ED 250 217

Higher Education and Manpower Planning: A Comparative Study of Planned and Market Economies.
136p. 2mf. L1 ED 249 871

The Compleat University: Break from Tradition in Germany, Sweden and the U.S.A.
p. 32mf. L3 ED 249 821

Compensation (Remuneration)

Evaluation of the Unified Compensation and Classification Plan.
40p. 1mf. L1 ED 249 600

Fall 1983 Salary Survey Report for the Illinois Public Community Colleges.
47p. 1mf. L1 ED 250 054

Compensatory Education

Arkansas Department of Education: 1983 Evaluation Report, Chapter 1, ECIA.
43p. 1mf. L1 ED 250 410

Competence

An Inservice Training Program to Increase Skills of Teachers in Prekindergarten Interest Centers.
109p. 2mf. L1 ED 250 104

Collection Development Procedures Manual.
30p. 1mf. L1 ED 250 009

Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Ornamental Horticulture Component. A Report of Research.
43p. 1mf. L1 ED 249 355

20p. 1mf. L1 ED 250 093

Impact and Implications of Technological Change on Individuals and Industry.
13p. 1mf. L1 ED 249 440

Secondary Health Project: Concepts Review. Research Report 70.
60p. 1mf. L1 ED 249 957

Stress Producing Factors and Their Effects on Learning Disabilities Specialists, Regular Educators, and Other Special Educators.
11p. 1mf. L1 ED 249 706

Understanding Funeralization and Post-Funeralization Rituals: The Facilitation of Grief Work.
11p. 1mf. L1 ED 249 432

Copyright Law 1976

Software Quality and Copyright: Issues in Computer-Assisted Instruction.
155p. 2mf. L2 ED 249 934

Copyrights

Software Quality and Copyright: Issues in Computer-Assisted Instruction.
155p. 2mf. L2 ED 249 934

Core (Earth Structure)

The Earth's Core: How Does It Work? Perspectives in Science. Number 1.
35p. 1mf. L2 ED 250 199

Correctional Education

Correctional Education: Methods and Practices in the Computer Age.
9p. 1mf. L1 ED 249 362

Correctional Rehabilitation

Correctional Education: Methods and Practices in the Computer Age.
9p. 1mf. L1 ED 249 362

Correspondence Study

Comparison between Paced Package and Home Study Courses with Respect to Completion Data. REDEAL Research Report #11. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.
13p. 1mf. L1 ED 249 347

Cosmetology

Personal Service Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
83p. 1mf. L1 ED 249 385

Cost Effectiveness

Comparison between Paced Package and Home Study Courses with Respect to Completion Data. REDEAL Research Report #11. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.
13p. 1mf. L1 ED 249 347

Cost-Benefit Analysis of SCILS for Early Childhood Training in Academic Achievement. Report 1977-78.

Changing Schools to Prevent Delinquency.
47p. 1mf. L1 ED 249 435

Delivery Systems

Comparing Case Management Systems.
31p. 1mf. L1 ED 249 436

Education and Support for Parents: A Challenge for Group Practice in the Coming Decade.
29p. 1mf. L1 ED 250 103

Homemaker Reaction to EFNEP/Food Stamp Pilot Nutrition Education Project. A 1983 Pennsylvania and Massachusetts Survey. Extension Studies 92.
42p. 1mf. L1 ED 249 363

Prototype Educational Delivery System Using Water Quality Monitoring as a Model.
55p. 1mf. L1 ED 249 351

Delphi Technique

Delphi Analysis of the Instructionally Effective School.
17p. 1mf. L1 ED 249 580

Handbook for Conducting Future Studies in Education.
50p. 1mf. L1 ED 249 646

Solutions Unlimited: Delphi Study on Policy Issues in the Introduction and Management of Computers in the Classroom. Research Report 90.
94p. 1mf. L1 ED 249 973

Demography

Demographic and Socioeconomic Aspects of Aging in the United States.
157p. 2mf. L2 ED 249 426

Post Secondary Education Planning: The Demographic Context. A Discussion Paper.
29p. 1mf. L1 ED 249 856

Demonstration Centers

The Early Childhood Education of Aboriginal Australians: A Review of Six Action-Research Projects.
191p. 2mf. L2 ED 250 145

Demonstration Programs

Recapturing the Lead in Math and Science. Focus 14.
29p. 1mf. L1 ED 250 146

Selected Exemplary Projects in the Humanities.
45p. 1mf. L2 ED 250 225

Demonstrations (Educational)

Regents Biology Resource Units.
95p. 1mf. L1 ED 250 201

Dentists

Dentist-Patient Communication. A Report to the General Dental Council.
277p. 3mf. L1 ED 249 763

Evaluating the Communicative Proficiency of Overseas Dentists. Annex to General Dental Council Report.

170p. 2mf. L1 ED 250 188

Energy and Transportation Lessons for the Senior High Grades.
144p. 2mf. L1 ED 250 191

Economics Education

The Development of the Economics Values Inventory. Report to the Foundation for Teaching Economics.
75p. 1mf. L1 ED 250 243

The Significance of "Problem-Posing" Teaching in a Democratic Society. College Teaching Monograph.
49p. 1mf. L1 ED 249 907

Trade-offs: What the Research Is Saying.
27p. 1mf. L1 ED 249 968

Economics Values Inventory

The Development of the Economics Values Inventory. Report to the Foundation for Teaching Economics.
75p. 1mf. L1 ED 250 243

Editing

CPT Word Processing Instructional Materials.
219p. 3mf. L1 ED 249 360

Guide to Teaching Self/Peer Editing.
35p. 1mf. L1 ED 249 513

Education

Research Report on the Japanese School System, Computer-Aided Instruction in Japan and the Japanese Home Computer Market.
104p. 2mf. L1 ED 249 645

The Right to Education: Reaganism, Reaganomics, or Human Capital? Occasional Paper, 1983, No. 5.
95p. 1mf. L1 ED 250 403

Education Consolidation Improvement Act Cha

Arkansas Department of Education: 1983 Evaluation Report, Chapter 1, ECIA.
43p. 1mf. L1 ED 250 410

President Signs Technical Amendments Bill for Chapters 1 and 2.
7p. 1mf. L1 ED 250 404

President Signs Technical Amendments Bill for Chapters 1 and 2.
7p. 1mf. L1 ED 250 404

Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.
69p. 1mf. L1 ED 250 342

Education Majors

Achievement in Foundations Courses Related to Cognitive Level or Major?
16p. 1mf. L1 ED 250 271

Education Service Centers

Area Service Agencies for North Dakota Schools?
45p. 1mf. L1 ED 249 627

U.S. Aid to Education in Paraguay: The Rural Education Development Project. A.I.D. Project Impact Evaluation Report No. 46.

38p. 1mf. L2 ED 249 772

French--Core Program. Intermediate Level. Youth Education: Teaching Guide No. 21.
52p. 1mf. L1 ED 249 802

High Tech for Schools: Problems and Solutions. AASA Critical Issues Report.
98p. 2mf. L1 ED 249 606

Juxtapositioning of Major Recommendations in Recent Reform Efforts in American Education.
31p. 1mf. L1 ED 249 653

Negotiation, Strategies, and Whose Fault Was It Anyway?
10p. 1mf. L1 ED 249 809

Project REDEAL. Final Report. REDEAL Technical Report #3.
120p. 2mf. L1 ED 249 348

Schooling and Language Minority Students: A Theoretical Framework.
227p. 3mf. L1 ED 249 773

The Implications of Modern Approaches to Language for Teacher Training.
9p. 1mf. L1 ED 249 811

Educational Technology

Chameleon in the Classroom: Developing Roles for Computers. Symposium. Technical Report No. 22.
65p. 1mf. L2 ED 249 921

Constructing Humane Computing Environments in Educational Institutions.
26p. 1mf. L1 ED 249 571

High Tech for Schools: Problems and Solutions. AASA Critical Issues Report.
98p. 2mf. L1 ED 249 606

Implications for Teacher Education of Assuming That Schools of the Future Will Have Unlimited Access to Technology.
12p. 1mf. L1 ED 250 302

Making Our Schools More Effective: Proceedings of Three State Conferences.
322p. 4mf. L1 ED 249 576

Microcomputers in the Learning Center: Guidelines for Avoiding Costly Mistakes.
15p. 1mf. L1 ED 250 036

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.
19p. 1mf. L1 ED 249 726

Educational Television

"On the Level" Final Report on Formative Evaluation. Research Report 77.
91p. 1mf. L1 ED 249 964

"On the Level". Formative Evaluation: Alone vs. Lonely. Research Report 74.
47p. 1mf. L1 ED 249 961

"On the Level". Formative Evaluation: Career Aspirations. Research

Pedagogy and Children's Literature: Amity or Hostility? An Examination of Education and the Literary Arts.
18p. 1mf. L1 ED 249 525

Recommended English Language Arts Curriculum Guides, K-12, 1984.
36p. 1mf. L1 ED 249 504

Remedial Reading and English Instruction for Junior High and High School Students: A Description of Common Practices in Teaching and Assessment.
80p. 1mf. L1 ED 249 470

The ALAN Review. Fall 1984.
33p. 1mf. L1 ED 249 532

The Broader Educational Community Looks at Communication Education: What Are the Needs? How Can We Meet Them? The Perspective of a High School Director of Instruction-English.
6p. 1mf. L1 ED 249 551

Who Shall Teach English?
12p. 1mf. L1 ED 249 498

English Teacher Education

Who Shall Teach English?
12p. 1mf. L1 ED 249 498

Enrichment Activities

Franklin Elementary School Tutorial Enrichment Program in Elementary Education.
62p. 1mf. L1 ED 250 075

Enrollment

Data and Characteristics of the Illinois Public Community College System.
110p. 2mf. L1 ED 250 055

Math/Science Self-Schemas and Curriculum Choices among University Women.
22p. 1mf. L1 ED 250 194

Report on High Technology Programs in Illinois Public Community Colleges.
13p. 1mf. L1 ED 250 053

Enrollment Influences

Accessibility to Ontario Universities.
119p. 2mf. L1 ED 249 876

First-Time Student Questionnaire: An Attempt to Identify Those Applicants Most Likely Not to Register.
11p. 1mf. L1 ED 250 020

Telecourses and Learning Laboratory Utilization: A Survey to Identify the Learner Population and Their Utilization Patterns for Long Range Planning.
24p. 1mf. L1 ED 249 835

Enrollment Trends

Age Group and Sex of Students, Fall 1983, State University of New York.
712p. 8mf. L1 ED 249 880

Analysis of the Impact of the Seven-Period Day. Revised.

Women.

22p. 1mf. L1 ED 250 194

Personality and Situation in the Prediction of Women's Career-Related Self-Efficacy Expectations and Life Satisfaction.

23p. 1mf. L1 ED 249 429

Selected Bibliography of Social Science Readings on Women of Color.

33p. 1mf. L2 ED 250 258

Student Enrolments in Higher Education in Western Australia: Some Observations on Trends over the Period 1973 to 1983. A Discussion Paper.

24p. 1mf. L1 ED 249 855

Surviving the Transition from Graduate Student to Assistant Professor.

11p. 1mf. L1 ED 249 867

The Ethnography of Education: Problems and Prospects for Women Researchers.

13p. 1mf. L1 ED 250 334

The Female Voice in Measurement and Methodology.

11p. 1mf. L1 ED 250 395

The Impact of Economic Crises on Women's Employment: A Comparison of the Great Depression (1930s) and the Current Crisis (1970s-1980s).

58p. 1mf. L1 ED 250 229

The Women's Lifepaths Study: The Course of Role-Innovation over 14 Years.

5p. 1mf. L1 ED 249 841

Women in Development: Looking to the Future. Hearing before the Committee on Foreign Relations. United States Senate, Ninety-Eighth Congress, Second Session.

162p. 2mf. L1 ED 250 240

Women's Participation in European Peace Movements: The Struggle to Prevent World War I.

40p. 1mf. L1 ED 250 241

Feuerstein (Reuben)

Application of Feuerstein's Mediated Learning Construct to Deaf Persons.

15p. 1mf. L1 ED 249 743

Fiction

Guide to Teaching Creative Writing: Fiction.

42p. 1mf. L1 ED 249 515

Problems in Pulps: A Study of Special Collections in Pulp Magazines.

33p. 1mf. L1 ED 249 989

Field Dependence

On the Relationship between Impulsivity and Field-Dependence in Hearing-Impaired Children.

12p. 1mf. L1 ED 249 757

Field Dependence Independence

21p. 1mf. L1 ED 249 690

Preschool for Developmentally Advanced (Gifted) Children.
21p. 1mf. L1 ED 249 745

Reading Attitudes and Interests of Gifted and Talented Children in the Middle Grades.
63p. 1mf. L1 ED 249 708

The Three Ring Conception of Giftedness: A Developmental Model for Creative Productivity.
71p. 1mf. L1 ED 249 728

The Turnstile: A Management System for Individualizing Instruction in Programs for Gifted and Talented.
31p. 1mf. L1 ED 250 118

Girls into Science and Technology Project

Girls into Science and Technology. Final Report.
56p. 1mf. L1 ED 250 203

Global Approach

Education for International Understanding. Report of Regional Seminar on the Development of Unesco Associated Schools Project in Asia and the Pacific (Seoul, Republic of Korea, October 27-31, 1981).
118p. 2mf. L1 ED 250 244

Food First Curriculum: An Integrated Curriculum for Grade 6.
156p. 2mf. L1 ED 250 242

Goal Setting

Agriculture in New York State: A Preliminary Report.
41p. 1mf. L1 ED 250 129

Community Facilities, Housing and Community Renewal in New York State: A Preliminary Report.
32p. 1mf. L1 ED 250 127

Elementary, Secondary and Higher Education in Rural New York State: A Preliminary Report.
47p. 1mf. L1 ED 250 131

Environment, Land Use, and Natural Resources in Rural New York: A Preliminary Report.
38p. 1mf. L1 ED 250 126

Goodness of Fit

The Relationship between Test Anxiety and Person Fit Measures.
28p. 1mf. L1 ED 250 370

Governing Boards

Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine.
36p. 1mf. L1 ED 250 043

Rules of the Illinois Community College Board, Fiscal Year 1985.
41p. 1mf. L1 ED 250 049

Government Employees

Metropolitan French: Familiarization & Short-Term Training.
600p. 7mf. L1 ED 249 775

Public Service Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.

Indian Civil Rights Act 1968

Bill of Rights in Tribal Constitutions. First Draft .

38p. 1mf. L1 ED 250 135

Indian Resource Development Program

Indian Resource Development. Annual Report, 1983-1984.

62p. 1mf. L1 ED 250 122

Individual Characteristics

Barriers to Clinical Services among Chronically Mentally Ill Hispanics.

16p. 1mf. L1 ED 250 405

Individual Development

Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 2: The Second Grade Data.

135p. 2mf. L1 ED 249 535

Individual Differences

Age-Related Differences in Incidental Learning.

25p. 1mf. L1 ED 249 452

Memory: As It Relates to Children Ages 9 to 12 Years. Skills Essential to Learning Television Project: Working Paper.

36p. 1mf. L1 ED 249 982

Individualized Education Programs

Utilizing the IEP: Florida's Answer to the Exclusion of Behaviorally Disordered Students.

23p. 1mf. L1 ED 249 669

Individualized Programs

GATE: A Model Project for Implementing a Program for Gifted and Talented Education in Rural Schools.

129p. 2mf. L1 ED 250 117

The Turnstile: A Management System for Individualizing Instruction in Programs for Gifted and Talented.

31p. 1mf. L1 ED 250 118

Indonesia

Republic of Indonesia: A Study of the Educational System of the Republic of Indonesia and a Guide to the Academic Placement of Students from the Republic of Indonesia in Educational Institutions of the United States.

129p. 2mf. L2 ED 249 889

Industrial Training

Management Development at Hewlett-Packard.

9p. 1mf. L1 ED 249 592

Industry

Corporate Tuition Aid Programs: A Directory of College Financial Aid for Employees at America's Largest Corporations.

329p. 4mf. L2 ED 249 911

Industry's Task--To Keep Nature in Business.

27p. 1mf. L1 ED 250 147

The People Program--Parenting and Stress Education in an Industrial Setting.

Formative Evaluation: Friendship/Peers/Prejudice/Thinking. Research Report 76.
15p. 1mf. L1 ED 249 963

Identifying Metacognitive Social Skills in Young Adults.
18p. 1mf. L2 ED 249 705

Mislabeled, but Not Misidentified. Final Progress Report, 7/1/80-6/30/81.
36p. 1mf. L1 ED 249 740

Sex Differences in Teachers' Assessments of Their Students' Social Competence.
23p. 1mf. L1 ED 250 102

Social Relations in Children with Learning Disabilities Revisited: Social Status, Perceived Social Competence, and Conceptions of Friendship.
12p. 1mf. L1 ED 249 683

Interpersonal Relationship

Communication Problems of the Mentally Handicapped. Occasional Paper No. 28.
156p. 2mf. L1 ED 249 673

Men and Relationships in the '80's.
8p. 1mf. L1 ED 249 453

Multidimensional Scaling of Attachments and Relationship Loss.
19p. 1mf. L1 ED 249 460

Secondary Health Project: Concepts Review. Research Report 70.
60p. 1mf. L1 ED 249 957

The Nature, Function, and Impact of Inmate Communication Patterns in a Maximum Security Prison.
38p. 1mf. L1 ED 249 544

Interprofessional Relationship

Academic Advising: Images of a Profession.
9p. 1mf. L1 ED 249 826

Moving toward Continuous School Improvement.
9p. 1mf. L1 ED 249 590

Intervention

Cost-Benefit Analysis of SCILS for Early Childhood Training in Academic Achievement. Report 1977-78.
140p. 2mf. L1 ED 250 065

From Crib to Kindergarten: A Continuum of Needs of the Visually Impaired Preschooler.
19p. 1mf. L1 ED 249 697

It Shouldn't Hurt to Be a Child.
17p. 1mf. L1 ED 250 106

Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

Preschool Special Education. Research & Resources on Special Education: Issue V.
24p. 1mf. L1 ED 249 725

Interviews

Implications for Teacher Education of Assuming That Schools of the Future Will Have Unlimited Access to Technology.
12p. 1mf. L1 ED 250 302

Learning Not to Overgeneralize.
9p. 1mf. L1 ED 249 781

Learning Skills and Instruction. Skills Essential to Learning Television Project: Working Paper.
47p. 1mf. L1 ED 249 981

Memory: As It Relates to Children Ages 9 to 12 Years. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 982

Semantically-Based Child Grammars: Some Empirical Inadequacies.
9p. 1mf. L1 ED 249 785

Steps toward Promoting Cognitive Achievements.
22p. 1mf. L1 ED 249 588

Learning Readiness

Computers for the Preschool: Beyond the Basics.
21p. 1mf. L1 ED 250 057

Learning Resources Centers

Standards for College and University Learning Resources Programs. AECT Task Force II.
116p. 2mf. L2 ED 249 935

SUNY Community College Learning Resources Professional Staff Status and Salary Survey, 1983-84.
28p. 1mf. L1 ED 249 917

Learning Strategies

An Assessment of Elementary School Students' Development and Application of Probability Concepts while Playing and Discussing Two Strategy Games on a Microcomputer.
193p. 3mf. L1 ED 250 166

An Investigation of Learning Strategies in Oral Communication that Chinese EFL Learners in China Employ.
165p. 2mf. L1 ED 249 796

Cooperative Small-Group Learning.
7p. 1mf. L2 ED 249 625

Learning Characteristics of Gifted Youths: Precocious Strategy Use.
21p. 1mf. L1 ED 249 690

Learning How to Learn. Preschool Curriculum.
124p. 2mf. L1 ED 250 111

Liberal Arts College Learning Skills Program.
32p. 1mf. L1 ED 249 707

Steps toward Promoting Cognitive Achievements.
22p. 1mf. L1 ED 249 588

Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
26p. 1mf. L1 ED 250 176

Learning Theories

Research: A Report of the Planning and Research Branch.
76p. 1mf. L1 ED 250 133

Manufacturing

Manufacturing Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
139p. 2mf. L1 ED 249 387

Manuscript Writing (Handlettering)

Handwriting Manual for Primary Teachers in Somalia. African Studies in Curriculum Development & Evaluation No. 61.
61p. 1mf. L1 ED 249 486

Maricopa Community Colleges AZ

Opinions of Strategic Constituencies Regarding Community College Activities at Maricopa and Central Arizona College.
8p. 1mf. L1 ED 250 038

Marine Education

Marine Science Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
52p. 1mf. L1 ED 249 384

Marital Satisfaction

Affect and Causal Attribution in Marital Conflicts: An Exploratory Study.
54p. 1mf. L1 ED 249 419

Marital Status

Households, Families, Marital Status, and Living Arrangements: March 1984 (Advance Report).
11p. 1mf. L1 ED 250 070

Maritime Education

Transportation Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
107p. 2mf. L1 ED 249 383

Market Analysis

The Software Problem.
7p. 1mf. L1 ED 249 597

Marketing

Enrollment Management: An Integrated Approach.
174p. 2mf. L2 ED 249 906

Marketing and Distribution Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
422p. 5mf. L1 ED 249 393

The Admissions Strategist: Recruiting in the 1980s.
74p. 1mf. L2 ED 249 916

Maryland Accountability Assessment Program

Maryland Accountability Testing Program Annual Report. School Year 1982-1983.
141p. 2mf. L1 ED 250 364

Maryland Accountability Testing Program Annual Report. School Year 1981-1982.
143p. 2mf. L1 ED 250 363

Masonry

School Science Software, Including Subject and Title Indexes Covering Sets 1-12 and Special Set L.
329p. 4mf. L1 ED 249 918

Middle Schools

In the Middle: Perspectives on Transescence and Middle School Education.
50p. 1mf. L1 ED 250 078

Middle States Association of Colleges and S

Transition or Transformation? Annual Report of the Executive Director of the Commission on Higher Education, 1983-84.
9p. 1mf. L1 ED 249 839

Midlife Transitions

Academic Counseling for Adults in Transition to High-Tech Careers.
28p. 1mf. L1 ED 249 371

Migrant Education

Haitian Component Bibliography. Migrant Heritage Studies Kit.
101p. 2mf. L1 ED 250 120

Migration Patterns

Population Redistribution and Migration of Asian Americans, 1970-1980.
19p. 1mf. L1 ED 250 418

The Impacts of the Age-Structure of Net Migration on the Economic and Socioeconomic Characteristics of Texas Counties, 1960-1980.
25p. 1mf. L1 ED 250 134

Mikmawey School (Nova Scotia)

The Chapel Island Education Evaluation Report. Mi'kmaway School. The Micmac Way.
193p. 3mf. L1 ED 250 323

Mild Disabilities

Effects of Cooperative Learning on Mainstreamed Academically Handicapped Children. Final Report.
33p. 1mf. L1 ED 249 719

The Effectiveness of the Instructional Use of Computers for Students with Mild Learning Problems: A Review of the Literature and Research.
24p. 1mf. L1 ED 249 688

The Identification Through Placement Process for Mildly Handicapped Students in Middle Schools.
337p. 4mf. L1 ED 249 735

The PLATO Mathematics Curriculum: An Annotated Bibliography for Use with Mildly Handicapped Students.
19p. 1mf. L1 ED 249 736

Mild Mental Retardation

Coping with Adolescence: Perspectives of Retarded Individuals and Their Family.
24p. 1mf. L1 ED 249 689

Learning Potential Assessment for Preschool Children. Final Report.
55p. 1mf. L1 ED 249 667

Identification of Variables Which Affect Student Performance on Examinations for Licensure as a Registered Nurse.
85p. 1mf. L1 ED 250 355

Occupational Therapy

Model for Teaching Group Dynamics to Occupational Therapy Students.
38p. 1mf. L1 ED 249 836

The Development of Guidelines for Feedback on Professional Behavior in Level I Field Work Performance.
40p. 1mf. L1 ED 249 837

United Kingdom: Medical Laboratory Science, Occupational Therapy, Physiotherapy. A Study of These Programs and a Guide to the Academic Placement of Students from These Programs in Educational Institutions of the United States.
195p. 3mf. L2 ED 249 903

Oceanography

Basic Principles of Sea and Swell. A Programmed Unit of Instruction.
43p. 1mf. L1 ED 250 200

Marine Science Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
52p. 1mf. L1 ED 249 384

OCLC

OCLC Public Access Terminals in Small and Medium-Sized Libraries. Illinois Valley Library System OCLC Experimental Project, Report No. 6.
91p. 1mf. L1 ED 250 004

Office Occupations

Business and Office Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
277p. 3mf. L1 ED 249 382

CPT Word Processing Instructional Materials.
219p. 3mf. L1 ED 249 360

Office Occupations Education

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 4. Office Occupations.
101p. 2mf. L1 ED 249 408

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 3. Office Occupations.
19p. 1mf. L1 ED 249 407

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 1. Office Occupations.
35p. 1mf. L1 ED 249 405

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 2. Office Occupations.
25p. 1mf. L1 ED 249 406

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet IV. Office Occupations.
32p. 1mf. L1 ED 249 401

Louisiana School Effectiveness Study: Phase Two, 1982-84.
293p. 4mf. L1 ED 250 362

Louisiana School Effectiveness Study: Phase Two, 1982-84. Executive Summary and Conclusions.
25p. 1mf. L1 ED 250 361

Structural Analysis of Four Religious Programs: The Effect of Program Structure on Ethos.
39p. 1mf. L1 ED 249 563

Task Characteristics, Structural Characteristics, Organizational Relationships, and Communication Processes: A Contingency Approach to Job Performance: Phase II.
32p. 1mf. L1 ED 249 554

The ACT Assessment: Implications of Recent Research.
23p. 1mf. L1 ED 250 330

The Effects of Age and Modality on Digit Span Performance.
11p. 1mf. L1 ED 249 418

Verbal Deficit in Learning Disabilities: Electrophysiological Evidence for Visuospatial Processing Predominance.
16p. 1mf. L1 ED 249 682

Person Fit Measures

The Relationship between Test Anxiety and Person Fit Measures.
28p. 1mf. L1 ED 250 370

Person Perception

Person Memory in Good Intuitive Judges of Personality.
9p. 1mf. L1 ED 249 438

Personal Autonomy

Fear of Crime in the Elderly: A Longitudinal Study.
12p. 1mf. L1 ED 249 457

Personal Narratives

Differentiation and Development in Children's Event Narratives.
9p. 1mf. L1 ED 249 786

Personality

Mother-Toddler Interaction and Maternal Perception of Child Temperament in Two Ethnic Groups: Chinese-American and European-American.
36p. 1mf. L1 ED 250 084

Temperament Influences on Cognition and Achievement in Children with Learning Problems.
24p. 1mf. L1 ED 249 680

Personality Development

Research and Clinical Center for Child Development Annual Report, 1982-1983.
84p. 1mf. L1 ED 250 060

Personality Problems

Revisioning the Clinical Relationship: Heinz Kohut and the Viewpoint of Self-Psychology.
23p. 1mf. L1 ED 249 446

Personality Traits

Fifth and Sixth Graders: Their Attitudes about Parents, Peers,

258p. 3mf. L2 ED 250 212

Problem Solving in Mathematics, Grade 9. Lane County Mathematics Project. With Teacher's Commentary and Answers.

292p. 4mf. L2 ED 250 213

Problem Solving in Mathematics, In-Service Guide. Lane County Mathematics Project.

43p. 1mf. L2 ED 250 215

Problems

Elementary, Secondary and Higher Education in Rural New York State: A Preliminary Report.

47p. 1mf. L1 ED 250 131

Literacy Instruction in American Schools: Problems and Perspectives.

54p. 1mf. L1 ED 249 475

Process Education

Science in Schools, Age 11: Report No. 2. Assessment of Performance Unit.

p. 61mf. L3 ED 250 185

Production Techniques

Public Access Cable Television: Extending the Production Laboratory for College Students.

18p. 1mf. L1 ED 249 565

Reaching Out: The Role of Audio Cassette Communication in Rural Development. Occasional Paper 19.

66p. 1mf. L1 ED 249 943

Structural Analysis of Four Religious Programs: The Effect of Program Structure on Ethos.

39p. 1mf. L1 ED 249 563

Techniques in Television Drama: A Case for a Revised Dramaturgy.

15p. 1mf. L1 ED 249 534

Productivity

Blueprints for Academic Lives.

11p. 1mf. L1 ED 249 822

Impact and Implications of Technological Change on Individuals and Industry.

13p. 1mf. L1 ED 249 440

Writing Habits and Productivity in Technical Writing.

9p. 1mf. L1 ED 249 502

Professional Autonomy

Toward a More Desirable Profession.

21p. 1mf. L1 ED 250 293

Professional Continuing Education

Mainstreaming Continuing Professional Education: A Conceptual Approach and an Empirical Study.

79p. 1mf. L1 ED 249 882

Post Certification Development of Teachers and Administrators.

27p. 1mf. L1 ED 250 291

The Science and Engineering Talent Pool. Proceedings of the Joint Meeting of the Scientific Manpower Commission and the Engineering

Reference Service in Rural Public Libraries.
74p. 1mf. L2 ED 250 012

Trends in Humanities Programming.
74p. 1mf. L1 ED 250 014

White House Conference on Library and Information Services Follow-Up Inquiry. State/Territory Agency Responses.
40p. 1mf. L1 ED 249 998

Public Officials

International Education & the Federal Budget Cycle.
13p. 1mf. L1 ED 249 866

Planning and Accreditation: A Survey of Attitudes of Policymakers. Improving Community College Evaluation and Planning: Project Working Papers Numbers Five, Six, and Seven.
32p. 1mf. L1 ED 250 042

Public Opinion

Opinions of Strategic Constituencies Regarding Community College Activities at Maricopa and Central Arizona College.
8p. 1mf. L1 ED 250 038

Public Policy

Elementary, Secondary and Higher Education in Rural New York State: A Preliminary Report.
47p. 1mf. L1 ED 250 131

Government and Management in Rural New York State: A Preliminary Report.
50p. 1mf. L1 ED 250 130

Higher Education and Manpower Planning: A Comparative Study of Planned and Market Economies.
136p. 2mf. L1 ED 249 871

Investing in America's Future. A Policy Statement.
47p. 1mf. L1 ED 250 416

Old and New Ideas about School Desegregation.
10p. 1mf. L1 ED 250 407

Rural Transportation in New York State: A Preliminary Report.
28p. 1mf. L1 ED 250 124

The Growth of the Information Sector in Texas.
26p. 1mf. L1 ED 250 002

The Right to Education: Reaganism, Reaganomics, or Human Capital? Occasional Paper, 1983, No. 5.
95p. 1mf. L1 ED 250 403

We Mutually Pledge: Proceedings of the Third National Hispanic Leadership Conference (Washington, DC, April 15-17, 1984).
66p. 1mf. L1 ED 250 439

Public Relations

Communication: A Tool for School Improvement.
66p. 1mf. L1 ED 249 636

How to Cut Costs by Saving School Bus Fuel.
17p. 1mf. L1 ED 249 666

Improving Internal Communication.
141p. 2mf. L2 ED 249 842

Researching Dialectical Reasoning: Possibilities and Impossibilities.
14p. 1mf. L1 ED 249 414

Sex Differences in Teachers' Assessments of Their Students' Social Competence.
23p. 1mf. L1 ED 250 102

The Effects of Imagining and Perceiving on Problem Solving Strategies.
15p. 1mf. L1 ED 250 345

The Ethnography of Education: Problems and Prospects for Women Researchers.
13p. 1mf. L1 ED 250 334

The Female Voice in Measurement and Methodology.
11p. 1mf. L1 ED 250 395

The Qualitative Construction of Family Histories: The Problem of Multiple Realities and Causality in the Press for Independence.
16p. 1mf. L1 ED 249 678

The Use of Event-Related Brain Potentials to Measure Cognitive Processing Deficits in the Brain-Injured.
22p. 1mf. L1 ED 250 353

Research Needs

Information System Support. Improving Community College Evaluation and Planning: Project Working Paper Number Eight.
27p. 1mf. L1 ED 250 040

Inservice for School Administrators: A Status Report.
27p. 1mf. L1 ED 249 639

Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

New Relationship: Intercultural Communication and Discourse Analysis.
11p. 1mf. L1 ED 249 559

The Effect of Selected Cinemagraphic Elements on Audience Perception of Mediated Concepts.
16p. 1mf. L1 ED 249 490

Research Papers (Students)

Guide to Teaching Research and Report Writing.
43p. 1mf. L1 ED 249 514

Research Problems

Collecting Data in High Schools: Methods and Madness. R&D Report No. 3183.
39p. 1mf. L1 ED 250 392

Interests in and Barriers to Computer Based Instruction of Psychology in Higher Education.
20p. 1mf. L1 ED 249 941

Research Projects

Report of the Workshop on the Effort Reporting Requirements of OMB Circular A-21.
59p. 1mf. L1 ED 249 860

Regional and National Voluntary Accreditation. "The Place and Appropriate Future of National Accreditation."
21p. 1mf. L1 ED 250 309
Remarks...to the Governor's Task Force on Teacher Education, Meeting at the College of Education, University of Arizona, February 16, 1984.
12p. 1mf. L1 ED 250 313
Teacher Education: An All-University Responsibility.
23p. 1mf. L1 ED 250 311

Science Activities
Comet Halley Returns. A Teacher's Guide, 1985-1986.
56p. 1mf. L1 ED 250 202
Science in Schools, Age 11: Report No. 2. Assessment of Performance Unit.
p. 61mf. L3 ED 250 185

Science Careers
Regents Biology Resource Units.
95p. 1mf. L1 ED 250 201

Science Course Improvement Projects
Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum.
29p. 1mf. L1 ED 250 163

Science Curriculum
Establishing Chemical Technology Programs.
23p. 1mf. L1 ED 250 028
Integrated Science Education Worldwide. International Conference (Nijmegen, Netherlands, March 28-April 7, 1978).
129p. 2mf. L1 ED 250 181

Science Curriculum Improvement Study
Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum.
29p. 1mf. L1 ED 250 163

Science Education
Environmental Fact Seeker's Guide for Students & Teachers in Alberta. Revised Edition.
43p. 1mf. L1 ED 250 182
Integrated Science Education Worldwide. International Conference (Nijmegen, Netherlands, March 28-April 7, 1978).
129p. 2mf. L1 ED 250 181
Long-Term Activities for Minority Institutions in Science and Technology Lake Arrowhead Conference (June 4-8, 1984).
172p. 2mf. L1 ED 250 180
Math/Science Self-Schemas and Curriculum Choices among University Women.
22p. 1mf. L1 ED 250 194
Recapturing the Lead in Math and Science. Focus 14.
29p. 1mf. L1 ED 250 146
Research in Science Education in the Federal Republic of Germany.
36p. 1mf. L1 ED 250 165

Skills Essential to Learning Project

Cognition in Fifth and Sixth Grade Children. Skills Essential to Learning Television Project: Working Paper.
26p. 1mf. L1 ED 249 979

Early Adolescence. Skills Essential to Learning Television Project: Working Paper.
19p. 1mf. L1 ED 249 976

Fifth and Sixth Graders: Their Attitudes about Parents, Peers, School, and Themselves. Skills Essential to Learning Television Projects: Research Report.
23p. 1mf. L1 ED 249 978

Learning Skills and Instruction. Skills Essential to Learning Television Project: Working Paper.
47p. 1mf. L1 ED 249 981

Memory: As It Relates to Children Ages 9 to 12 Years. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 982

Middle Childhood. Skills Essential to Learning Television Project: Working Paper.
23p. 1mf. L1 ED 249 977

Self-Management as an Essential Skill: What the Business Literature Suggests. Skills Essential to Learning Television Project: Research Report.
61p. 1mf. L1 ED 249 983

Solving Problems. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 980

Sleep

Sleep Problems, Overtiredness and Overanxiety and Frustrating Children: From Birth to Preschool. Unit for Child Studies. Selected Papers Number 24.
16p. 1mf. L1 ED 250 092

Slides

Program Evaluation Concept and Methodology--The Video Storyboard: An Evaluation of "The Public Library." The Essential Learning Skills Television Project: Research Report.
35p. 1mf. L1 ED 249 984

Small Businesses

Entrepreneurial Training for Refugees: A Training Guide.
63p. 1mf. L1 ED 250 424

Small Group Communication

Role Transitions in Small Groups.
18p. 1mf. L1 ED 249 439

Small Group Instruction

Effects of Cooperative Learning on Mainstreamed Academically Handicapped Children. Final Report.
33p. 1mf. L1 ED 249 719

Social Attitudes

Annotated Filmography of Selected Films with Lesbian/Gay Content.

Mathematics Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. Texas Assessment of Basic Skills.
58p. 1mf. L1 ED 250 379

Reading Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. and Grade 9. Texas Assessment of Basic Skills.
52p. 1mf. L1 ED 250 380

Student Achievement in California Schools: 1982-83 Annual Report. California Assessment Program.
213p. 3mf. L2 ED 250 376

The California Mentor Teacher Program.
6p. 1mf. L1 ED 249 595

State School District Relationship

Problems in Determining School District Need for Hurd Aid and Alternatives to the Revenue Shortfall Approach for Determining Need.
28p. 1mf. L1 ED 249 612

Teacher Performance Evaluation Plan: A Personalized Approach to Supervision, Staff Development, and Evaluation. An Implementation Guide. Revised Edition.
51p. 1mf. L1 ED 249 574

State Standards

Competency Based Certification of School Administrators: The Georgia Experience.
22p. 1mf. L1 ED 249 637

Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine.
36p. 1mf. L1 ED 250 043

New Mexico High School Proficiency Examination (NMHSPE). District Report. 1982-83.
84p. 1mf. L1 ED 250 344

New Mexico High School Proficiency Examination/Diploma Endorsement District Report. 1983.
24p. 1mf. L1 ED 250 322

Quality Control of Teacher Preparation Programs through the Program Approval Process.
18p. 1mf. L1 ED 250 300

Recognition Manual for Illinois Public Community Colleges.
36p. 1mf. L1 ED 250 052

Related Services for Handicapped Students: Legal Considerations. Research & Resources on Special Education: Issue II.
20p. 1mf. L1 ED 249 722

Teacher Certification Struggle in New Jersey. Appendices.
284p. 3mf. L1 ED 250 316

Teacher Performance Evaluation Plan: A Personalized Approach to Supervision, Staff Development, and Evaluation. An Implementation Guide. Revised Edition.
51p 1mf. L1 ED 249 574

The Teacher Certification Struggle in New Jersey.

Facilitator's Manual: Summer Transitions. Fifth Edition.
162p. 2mf. L1 ED 249 862

Learning Skills and Instruction. Skills Essential to Learning Television Project: Working Paper.
47p. 1mf. L1 ED 249 981

Liberal Arts College Learning Skills Program.
32p. 1mf. L1 ED 249 707

Subject Index Terms

Subject Access in the Small Library.
13p. 1mf. L1 ED 249 996

Subordinate Clauses

Some Observations on the Syntactic Development of Discourse beyond Childhood.
10p. 1mf. L1 ED 249 776

Subtests

Brief Form of the Multidimensional Aptitude Battery (MAB).
14p. 1mf. L1 ED 250 383

Subtraction

Are Low Stress Algorithms in Addition and Subtraction a Solution to More Than Math Problems?
18p. 1mf. L1 ED 250 170

Success

Vocational Education Programs at Virginia State University: Successful Features.
43p. 1mf. L1 ED 249 352

Suggestopedia

The Journal of Suggestive-Accelerative Learning and Teaching, Volume 5, Number 2.
76p. 1mf. L1 ED 249 814

Summer Programs

Facilitator's Manual: Summer Transitions. Fifth Edition.
162p. 2mf. L1 ED 249 862

Manual for a Summer Reading Program.
75p. 1mf. L1 ED 249 997

Preschool for Developmentally Advanced (Gifted) Children.
21p. 1mf. L1 ED 249 745

Summer Programs for the Severely Handicapped. Evaluation Report.
315p. 4mf. L1 ED 249 758

Sunshine Laws

The Costs and Benefits of Openness: Sunshine Laws and Higher Education.
78p. 1mf. L2 ED 249 851

Superintendents

Area Service Agencies for North Dakota Schools?
45p. 1mf. L1 ED 249 627

Superintendent-Community Relationship in the United States and Alaska.
26p. 1mf. L1 ED 249 616

Supervision

34p. 1mf. L1 ED 249 955

Teachers Insurance and Annuity Association

Study of the Image of TIAA-CREF among Active Members.
65p. 1mf. L1 ED 249 877

Teaching (Occupation)

Guiding Images for Teaching and Teacher Education.
20p. 1mf. L1 ED 250 304

Recruitment, Selection, Retention and Graduation of Teacher Education Candidates.
28p. 1mf. L1 ED 250 308

Resources Needed for an Excellent Teacher Preparation Program.
26p. 1mf. L1 ED 250 298

Teacher Career Stages: Implications for Staff Development. Fastback 214.
32p. 1mf. L1 ED 250 276

Teachers, Their World, and Their Work. Implications for School Improvement.
155p. 2mf. L2 ED 250 285

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Minneapolis, Minnesota, September 25-26, 1984).
14p. 1mf. L1 ED 250 290

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Austin, Texas, October 4-5, 1984).
68p. 1mf. L1 ED 250 296

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (San Francisco, California, October 22-23, 1984).
142p. 2mf. L1 ED 250 312

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Atlanta, Georgia, October 15-16, 1984).
15p. 1mf. L1 ED 250 301

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume II.
94p. 1mf. L1 ED 250 306

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume I.
64p. 1mf. L1 ED 250 305

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume III.
77p. 1mf. L1 ED 250 307

The Schools and Preservice Education: Expectations and Reasonable Solutions.
12p. 1mf. L1 ED 250 294

61p. 1mf. L1 ED 249 983

Time Management: A Training Manual for College Teachers and Counselors.
17p. 1mf. L1 ED 249 410

Time Perspective

On Marking Time without Aspect in Child Language.
11p. 1mf. L1 ED 249 789

The Present of Things Future, Revisited...Again.
20p. 1mf. L1 ED 249 411

Title XI Education Amendments 1978

The Indian Education Amendments of 1984. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 5190 (April 9, 1984).
165p. 2mf. L2 ED 250 140

Toddlers

Mother-Toddler Interaction and Maternal Perception of Child Temperament in Two Ethnic Groups: Chinese-American and European-American.
36p. 1mf. L1 ED 250 084

The Toddler and the Pre-Schooler. Unit for Child Studies. Selected Papers Number 29.
23p. 1mf. L1 ED 250 097

Tolerance

Curriculum Audit Report, Volume I and Volume II.
387p. 5mf. L1 ED 250 386

Torts

Keep Out - Danger! Use of Devices Which Can Cause Death or Serious Bodily Injury in Defense of Real and/or Personal Property. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 265

Total Communication

Effects of Instruction through Total Communication on Deaf Children's English Language Development.
31p. 1mf. L1 ED 249 713

Total Physical Response

Beginning French - Interactants' Communication Strategies.
19p. 1mf. L1 ED 249 798

Tourism

Hospitality and Recreation Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
402p. 5mf. L1 ED 249 394

Tractors

Tractor & Machinery Safety. 1984 Revision.
112p. 2mf. L1 ED 249 350

Trade offs (Television Series)

Trade-offs: What the Research Is Saying.

Problems of Alcohol Abuse, Drug Dependence, Premature Sexual Involvement, and Mental Illness.
257p. 3mf. L2 ED 249 456

Attrition from an Adolescent Addiction Treatment Program: A Cross Validation.
15p. 1mf. L1 ED 249 444

Children, Youth, and Families of the Mountain West. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First session (Salt Lake City, UT, December 6, 1983).
294p. 4mf. L1 ED 250 107

Communicating, Understanding and Coping: For Children and Adults.
51p. 1mf. L2 ED 250 085

Early Adolescence. Skills Essential to Learning Television Project: Working Paper.
19p. 1mf. L1 ED 249 976

How Children Think. Unit for Child Studies. Selected Papers Number 30.
35p. 1mf. L1 ED 250 098

Secondary Health Project: Concepts Review. Research Report 70.
60p. 1mf. L1 ED 249 957

Self Concept and Self Esteem: Infancy to Adolescence. A Cognitive Developmental Outline with Some Reference to Behaviour and Health Effects. Unit for Child Studies. Selected Papers Number 27.
23p. 1mf. L1 ED 250 095

Some Observations on the Syntactic Development of Discourse beyond Childhood.
10p. 1mf. L1 ED 249 776

Summary of How States Use Local Agencies to Provide Services for Children and Youth.
5[illegible]p. 1mf. L1 ED 250 067

The Present of Things Future, Revisited...Again.
20p. 1mf. L1 ED 249 411

Adoption (Ideas)

Defining Fidelity: A Cross-Study Analysis.
16p. 1mf. L1 ED 249 659

Emulation and Replication as a Scenario for Successful School Improvement.
13p. 1mf. L1 ED 249 660

Adult Counseling

Academic Counseling for Adults in Transition to High-Tech Careers.
28p. 1mf. L1 ED 249 371

Adult Development

Teacher Career Stages: Implications for Staff Development. Fastback 214.
32p. 1mf. L1 ED 250 276

Voices of Experience: 1500 Retired People Talk about Retirement.
201p. 3mf. L1 ED 249 844

Adult Education

Television and Its News: A Discrepancy Examination.
26p. 1mf. L1 ED 249 553

Audio Equipment

Reaching Out: The Role of Audio Cassette Communication in Rural Development. Occasional Paper 19.
66p. 1mf. L1 ED 249 943

Audiodisc Recordings

The Sound of English: A Bibliography of Language Recordings.
82p. 1mf. L1 ED 249 508

Audiotape Cassettes

Reaching Out: The Role of Audio Cassette Communication in Rural Development. Occasional Paper 19.
66p. 1mf. L1 ED 249 943

Audiotape Recordings

Reading Comprehension in Bilingual Students with the Aid of Taped Stories.
10p. 1mf. L1 ED 249 795

The Sound of English: A Bibliography of Language Recordings.
82p. 1mf. L1 ED 249 508

Audiovisual Aids

An Analysis of Films on the U.S. Constitution. Research Report 85.
22p. 1mf. L1 ED 249 970

Arts Education in Grades 6 through 9: A National Survey of Arts Teachers and Supervisors. Research Report 84.
45p. 1mf. L1 ED 249 969

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement XVIII.
216p. 3mf. L1 ED 250 179

Audiovisual Instruction

Formative Evaluation of "Taxes Influence Behavior" (Lesson #2) from "Tax Whys: Understanding Taxes". Research Report 91.
27p. 1mf. L1 ED 249 974

Auditory Discrimination

State of the Art in Early Childhood Music and Research.
25p. 1mf. L1 ED 250 068

Auditory Tests

Use of Microcomputers for School Hearing Screening and Evaluation Records.
9p. 1mf. L1 ED 249 747

Audits

School District Cash Management. Program Audit.
43p. 1mf. L1 ED 249 652

Australia

Australia: A Study of the Educational System of Australia and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
278p. 3mf. L2 ED 249 884

Participation and Equity in Australian Schools. The Goal of Full

Marine Science Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

52p. 1mf. L1 ED 249 384

Marketing and Distribution Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.

422p. 5mf. L1 ED 249 393

Personal Service Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

83p. 1mf. L1 ED 249 385

Public Service Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.

344p. 4mf. L1 ED 249 392

Transportation Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

107p. 2mf. L1 ED 249 383

Career Guidance

An Evaluation of the Youth Awareness Program (YAP), School Year 1983-84.

42p. 1mf. L1 ED 250 415

Humanities and Business: The Twain Shall Meet--But How?

9p. 1mf. L1 ED 250 224

Indian Resource Development. Annual Report, 1983-1984.

62p. 1mf. L1 ED 250 122

Career Planning

Blueprints for Academic Lives.

11p. 1mf. L1 ED 249 822

Michigan Occupational Information System (MOIS) Application Training 1985.

95p. 1mf. L1 ED 249 359

Career Salience

Graduate Women's Career Salience, Aspirations, and Involvement.

144p. 2mf. L1 ED 249 833

Caribbean

Caribbeana: A Guide to Reference Sources.

9p. 1mf. L1 ED 250 236

The Commonwealth Caribbean: A Study of the Educational System of the Commonwealth Caribbean and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

249p. 3mf. L2 ED 249 886

Caribbean Islands

Caribbeana: A Guide to Reference Sources.

9p. 1mf. L1 ED 250 236

Carpentry

Construction Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

102p. 2mf. L1 ED 249 386

Case (R)

Stages in the Development of Children's Drawing.

13p. 1mf. L2 ED 250 402

Word on Final Words.

19p. 1mf. L1 ED 249 467

Cognitive Structures

An Analysis of the Interaction between Students' Epistemological Assumptions and the Composing Process.

16p. 1mf. L1 ED 249 503

Children's Sense of Genre: A Study of Performance on Parallel Reading and Writing Tasks.

42p. 1mf. L1 ED 249 474

Cognitive Development in Writing.

15p. 1mf. L1 ED 249 505

Cognitive Factors in Substance Abuse: The Case for Early Learning.

12p. 1mf. L1 ED 249 445

Cognitive Style

Achievement in Foundations Courses Related to Cognitive Level or Major?

16p. 1mf. L1 ED 250 271

Analysis of Learning Styles of Nursing Students at University of Central Florida. Curriculum and Program Planning.

49p. 1mf. L1 ED 249 834

Coherence and Cognitive Style.

34p. 1mf. L1 ED 249 488

Differences in Grade Point Averages of Male and Female College Students Having Different Majors and Piagetian Operational Levels.

12p. 1mf. L1 ED 249 448

Investigating Reading Preferences, Reading Attitudes, and Teacher Observations of Third Graders.

13p. 1mf. L1 ED 250 359

Physiological-Cognitive-Emotional Responses to Defense-Arousing Communication: Overview and Sex Differences.

29p. 1mf. L1 ED 249 558

The Effects of Imagining and Perceiving on Problem Solving Strategies.

15p. 1mf. L1 ED 250 345

Cognitive Tests

Using Interactive Computing to Expand Intelligence Testing: A Critique and Prospectus. Report No. 84-2.

85p. 1mf. L1 ED 250 320

Coherence

Coherence and Cognitive Style.

34p. 1mf. L1 ED 249 488

Staging and Text Comprehensibility: It's What's "Up Front" That Counts.

27p. 1mf. L2 ED 249 473

Cohesion (Written Composition)

Developmental Trends in the Use of Cues for Establishing the Identity of Referents in Written Discourse.

32p. 1mf. L1 ED 249 479

Staging and Text Comprehensibility: It's What's "Up Front" That

Computer Literacy: Teacher Competencies.
27p. 1mf. L1 ED 249 939

Competency Based Education

Agribusiness/Natural Resources Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
159p. 2mf. L1 ED 249 381

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research.
111p. 2mf. L1 ED 249 354

Assessment of Competencies Possessed by Students Enrolled in the Fundamentals of Agribusiness and Natural Resources Occupations Program. A Report of Research.
94p. 1mf. L1 ED 249 353

Communication and Media Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
151p. 2mf. L1 ED 249 388

Construction Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
102p. 2mf. L1 ED 249 386

Contract Vocational Education: The Missouri Model.
53p. 1mf. L1 ED 250 113

Health Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 375

Health Services: Clinical. Dietary Aide. Instructor's Manual. Competency-Based Education.
101p. 2mf. L1 ED 249 377

Health Services: Clinical. Medical Laboratory Aide. Instructor's Manual. Competency-Based Education.
114p. 2mf. L1 ED 249 378

Health Services: Clinical. Pharmacy Aide. Instructor's Manual. Competency-Based Education.
82p. 1mf. L1 ED 249 376

Health Services: Clinical. Radiographic Aide. Instructor's Manual. Competency-Based Education.
70p. 1mf. L1 ED 249 380

Health Services: Clinical. Respiratory Therapy Aide. Instructor's Manual. Competency-Based Education.
123p. 2mf. L1 ED 249 379

Home Economics Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
539p. 6mf. L1 ED 249 391

Hospitality and Recreation Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
402p. 5mf. L1 ED 249 394

Industrial Communications Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
76p. 1mf. L1 ED 249 389

140p. 2mf. L1 ED 250 065

Measuring the Benefits of Clean Air and Water

165p. 2mf. L2 ED 250 207

The Creative Cost Management Strategies of Two School Districts.

54p. 1mf. L1 ED 249 663

Costs

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.

27p. 1mf. L1 ED 249 723

Counseling Effectiveness

Differential Effectiveness of Theoretical Accounts for Paradox.

8p. 1mf. L1 ED 249 427

Counseling Services

An Evaluation of the Youth Awareness Program (YAP), School Year 1983-84.

42p. 1mf. L1 ED 250 415

Leisure as a Campus Developmental Resource: Two Perspectives on the Future.

19p. 1mf. L1 ED 249 434

Review of Interventions in the Field of Prevention of Adolescent Pregnancy. Preliminary Report.

55p. 1mf. L1 ED 250 409

Counseling Techniques

Culture Shock: Information Packet for Developing Stress/Culture Shock Programs for Students in Overseas Schools.

25p. 1mf. L1 ED 249 430

Counselor Client Relationship

Revisioning the Clinical Relationship: Heinz Kohut and the Viewpoint of Self-Psychology.

23p. 1mf. L1 ED 249 446

Counselor Performance

Motivational and Self-Imagery Development Component, Elementary Counseling Project: Final Evaluation Report.

27p. 1mf. L1 ED 250 367

Counselor Role

Academic Counseling for Adults in Transition to High-Tech Careers.

28p. 1mf. L1 ED 249 371

Counselor Training

Malpractice Insurance Requirements in Counselor Education Master's Degree Programs: A Survey.

15p. 1mf. L1 ED 249 422

Counties

The Impacts of the Age-Structure of Net Migration on the Economic and Socioeconomic Characteristics of Texas Counties, 1960-1980.

25p. 1mf. L1 ED 250 134

Course Content

Case Study, Course Study: A Contextualized Investigation of a Writing Course.

29p. 1mf. L1 ED 249 487

87p. 1mf. L1 ED 249 764

Department Heads

The Relationship between the Values and Attitudes of Department Heads of Administration and Educational Leadership toward Selected Educational Innovations in the Southeastern United States.

12p. 1mf. L1 ED 249 829

Deportation

Gateway: Deportation. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

45p. 1mf. L2 ED 250 269

Depression (Economic 1929)

The Impact of Economic Crises on Women's Employment: A Comparison of the Great Depression (1930s) and the Current Crisis (1970s-1980s).

58p. 1mf. L1 ED 250 229

Desegregation Effects

Old and New Ideas about School Desegregation.

10p. 1mf. L1 ED 250 407

Desegregation Litigation

From Brown to Grove City College: 1954-1984.

15p. 1mf. L1 ED 250 419

Desegregation Methods

Old and New Ideas about School Desegregation.

10p. 1mf. L1 ED 250 407

Design Requirements

Designing Text for Information Processing. Technical Report 86.

23p. 1mf. L1 ED 249 940

Educational Software Tools: Designing a Text Editor for Children. Technical Report No. 8.

12p. 1mf. L1 ED 249 928

Learning Skills and Instruction. Skills Essential to Learning Television Project: Working Paper.

47p. 1mf. L1 ED 249 981

Determiners (Languages)

Developmental Trends in the Use of Cues for Establishing the Identity of Referents in Written Discourse.

32p. 1mf. L1 ED 249 479

Detroit Public Schools MI

Report on the Results of the May, 1984 Survey of Northwestern High School Students and a Comparison of Survey Results for the Last Three Years.

87p. 1mf. L1 ED 250 400

Developed Nations

Media for People in Cities: A Study of Community Media in the Urban Context.

242p. 3mf. L2 ED 249 540

Preschool Education 1980: Selective Bibliography. Part I and Part II.

827p. 9mf. L1 ED 250 056

116p. 2mf. L1 ED 250 138

Education Work Relationship

Follow-Up of Occupational Students Enrolled at Harper College, 1982-1983. Volume XIII, No. 4.
24p. 1mf. L1 ED 250 034

Higher Education and Manpower Planning: A Comparative Study of Planned and Market Economies.
136p. 2mf. L1 ED 249 871

Investigating the Problem of Skill Generalization. 2nd Edition.
65p. 1mf. L1 ED 249 737

Promoting Economic Development through Entrepreneurship Training and Education. A Selection of Speeches from the Seminar (Hawaii, February 16-17, 1984).
33p. 1mf. L1 ED 249 825

Transition from School to Work for Handicapped Adolescents. Swedish Position Report to the OECD/CERI Project concerning the Education of Handicapped Adolescents--Innovative Approaches in the Transition to Adult and Working Life.
144p. 2mf. L1 ED 249 741

Educational Administration

Education Vouchers. Fastback 210.
44p. 1mf. L1 ED 249 629

Management Training in Educational Systems.
39p. 1mf. L1 ED 249 628

Sociological Perspectives for Research on Educational Administrators: The Role of the Assistant Principal.
44p. 1mf. L1 ED 249 623

Educational Assessment

Career Development Interpretive Report, 1983-4.
126p. 2mf. L1 ED 250 384

Chameleon in the Classroom: Developing Roles for Computers. Symposium. Technical Report No. 22.
65p. 1mf. L2 ED 249 921

Citizenship and Social Studies. Released Exercises from the 1975-76 Assessment.
667p. 7mf. L1 ED 250 385

Meeting the Pepsi Challenge: Preparing Evaluation Programs for Scholastic Improvement.
10p. 1mf. L1 ED 249 425

Recent Reports on Education: Some Implications for Preparing Teachers.
18p. 1mf. L1 ED 250 303

Research in Science Education in the Federal Republic of Germany.
36p. 1mf. L1 ED 250 165

Student Achievement in California Schools: 1982-83 Annual Report. California Assessment Program.
213p. 3mf. L2 ED 250 376

Educational Attainment

Aspirations of Adolescent Hispanic Females for Marriage, Children,

Report 75.
49p. 1mf. L1 ED 249 962

"On the Level". Formative Evaluation: Changing Family Relationships. Research Report 73.
39p. 1mf. L1 ED 249 960

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.
48p. 1mf. L1 ED 249 959

"On the Level". Formative Evaluation: Conflict/Feelings/Self-Concept. Research Report 71.
77p. 1mf. L1 ED 249 958

"ThinkAbout" Cluster Evaluation: Collecting Information.
305p. 4mf. L1 ED 249 946

"ThinkAbout" Content Analysis: Final Report.
100p. 2mf. L1 ED 249 954

Affective Television in the Special Education Environment: The Use of "Inside/Out" with Learning Disabled and Emotionally Handicapped Boys. Research Report 66.
33p. 1mf. L1 ED 249 956

An Effective Strategy to Design Mediated Instruction for Female Adults--Compositional Syntactic Placement.
55p. 1mf. L1 ED 249 369

Arts Education in Grades 6 through 9: A National Survey of Arts Teachers and Supervisors. Research Report 84.
45p. 1mf. L1 ED 249 969

Evaluation of ABC Early Education Broadcasts: Preschool Correspondence Survey.
73p. 1mf. L1 ED 250 072

Formative Evaluation of "Taxes Influence Behavior" (Lesson #2) from "Tax Whys: Understanding Taxes". Research Report 91.
27p. 1mf. L1 ED 249 974

Formative Evaluation: Friendship/Peers/Prejudice/Thinking. Research Report 76.
15p. 1mf. L1 ED 249 963

It Figures: A Survey of Users. Research Report 92.
37p. 1mf. L1 ED 249 975

Program Evaluation Concept and Methodology--The Video Storyboard: An Evaluation of "The Public Library." The Essential Learning Skills Television Project: Research Report.
35p. 1mf. L1 ED 249 984

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume V. Appendices to Technical Report.
257p. 3mf. L1 ED 249 953

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume IV. A View of Viewers: Observations on the Response to and Classroom Use of "ThinkAbout."
123p. 2mf. L1 ED 249 952

Research on the Introduction, Use, and Impact of the "ThinkAbout"

11p. 1mf. L1 ED 249 602

Compendium of University Statistics, 1984 Edition = Compendium de statistique concernant les universites, edition 1984.

59p. 1mf. L2 ED 249 859

Fact Book on Higher Education in the South, 1983 and 1984.

92p. 1mf. L1 ED 249 852

Higher Education and Economic Development in Europe, 1975-1980: (A Statistical and Economic Study) = L'Enseignement Superieur et le Developpement Economique en Europe, 1975-1980: (Etude Statistique et Economique). Vol. II.

361p. 4mf. L1 ED 249 863

Higher Education in Norway. Monographs on Higher Education.

75p. 1mf. L1 ED 249 869

Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT.

24p. 1mf. L2 ED 250 360

Status of K-12 Public Education in Colorado, 1984.

47p. 1mf. L1 ED 250 411

Student Enrolments in Higher Education in Western Australia: Some Observations on Trends over the Period 1973 to 1983. A Discussion Paper.

24p. 1mf. L1 ED 249 855

The Higher Education System in Israel: Guidelines on the Development of the System and Its Planning for 1988 with a First Glance at 1995.

109p. 2mf. L1 ED 249 830

Transfer Education: California Community Colleges.

110p. 2mf. L1 ED 250 025

Entrepreneurship

Entrepreneurial Training for Refugees: A Training Guide.

63p. 1mf. L1 ED 250 424

Promoting Economic Development through Entrepreneurship Training and Education. A Selection of Speeches from the Seminar (Hawaii, February 16-17, 1984).

33p. 1mf. L1 ED 249 825

Environmental Control

Environmental Control Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

66p. 1mf. L1 ED 249 390

Environmental Education

Bridging the Gap between the Natural and the Built Environments with Nature Center Programs.

8p. 1mf. L1 ED 250 153

Environmental Control Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

66p. 1mf. L1 ED 249 390

Environmental Fact Seeker's Guide for Students & Teachers in Alberta. Revised Edition.

43p. 1mf. L1 ED 250 182

An Effective Strategy to Design Mediated Instruction for Female
Adults--Compositional Syntactic Placement.
55p. 1mf. L1 ED 249 369

Field Experience Programs

Contract Vocational Education: The Missouri Model.
53p. 1mf. L1 ED 250 113

Multifaceted Practical Experiences in Teacher Education Involving
Joint Sponsorship of the Schools, Community and Teacher Educators.
21p. 1mf. L1 ED 250 280

The Development of Guidelines for Feedback on Professional
Behavior in Level I Field Work Performance.
40p. 1mf. L1 ED 249 837

Field Tests

Computers for the Preschool: Beyond the Basics.
21p. 1mf. L1 ED 250 057

Field Trips

Bridging the Gap between the Natural and the Built Environments
with Nature Center Programs.
8p. 1mf. L1 ED 250 153

Filing

Simmons Insurance Agency. A Clerk-Typist Position Simulation.
Student Packet V. Office Occupations.
39p. 1mf. L1 ED 249 402

Film Criticism

Television Criticism: A Multifarious Approach.
70p. 1mf. L2 ED 249 557

Film History

History of the Caterpillar Tractor Company's Use of Motion
Pictures.
12p. 1mf. L1 ED 249 541

Film Production

History of the Caterpillar Tractor Company's Use of Motion
Pictures.
12p. 1mf. L1 ED 249 541

Film Study

History of the Caterpillar Tractor Company's Use of Motion
Pictures.
12p. 1mf. L1 ED 249 541

The Effect of Selected Cinemagraphic Elements on Audience
Perception of Mediated Concepts.
16p. 1mf. L1 ED 249 490

Films

History of the Caterpillar Tractor Company's Use of Motion
Pictures.
12p. 1mf. L1 ED 249 541

The Effect of Selected Cinemagraphic Elements on Audience
Perception of Mediated Concepts.
16p. 1mf. L1 ED 249 490

Finance

344p. 4mf. L1 ED 249 392

Government Publications

Guide to the Records Relating to Science and Technology in the British Public Record Office: A RAMP Study.
319p. 4mf. L2 ED 250 003

White House Conference on Library and Information Services Follow-Up Inquiry. State/Territory Agency Responses.
40p. 1mf. L1 ED 249 998

Government Records

Guide to the Records Relating to Science and Technology in the British Public Record Office: A RAMP Study.
319p. 4mf. L2 ED 250 003

Government Role

Church-State Separation: Recent Trends and Developments.
35p. 1mf. L1 ED 250 417

Reflections on Deviance in 1984: Selected Papers from the 1984 Midwest Symposium in Behavior Disorders. National Needs Analysis in Behavior Disorders.
70p. 1mf. L1 ED 249 671

Summary and Analysis of Hearing on "Improving the Research Infrastructure at U.S. Universities and Colleges." Report to the Committee on Science and Technology, U.S. House of Representatives, Ninety Eighth Congress, Second Session.
22p. 1mf. L1 ED 250 206

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Atlanta, Georgia, October 15-16, 1984).
15p. 1mf. L1 ED 250 301

Government School Relationship

Coordinating Assistance in School Improvement Efforts: Issues to Consider.
13p. 1mf. L1 ED 249 658

Report of the Workshop on the Effort Reporting Requirements of OMB Circular A-21.
59p. 1mf. L1 ED 249 860

Grade Point Average

Differences in Grade Point Averages of Male and Female College Students Having Different Majors and Piagetian Operational Levels.
12p. 1mf. L1 ED 249 448

Restarting Voluntary Leave and Academically Dismissed Students.
11p. 1mf. L1 ED 249 858

Grade Repetition

Attitudes toward Elementary School Student Retention.
57p. 1mf. L1 ED 250 109

Graduate Record Examinations

Analysis of Score Change Patterns of Examinees Repeating the Graduate Record Examinations General Test.
49p. 1mf. L1 ED 250 331

Graduate Students

7p. 1mf. L1 ED 249 368

Industry Role

Industry's Task--To Keep Nature in Business.
27p. 1mf. L1 ED 250 147

Infants

Do Babies Think? How Do Babies Think? Unit for Child Studies. Selected Papers Number 23.
22p. 1mf. L1 ED 250 091

Explorations in High-Risk Stimulation: Two Modalities in Mothering.
17p. 1mf. L1 ED 249 715

How Children Think. Unit for Child Studies. Selected Papers Number 30.
35p. 1mf. L1 ED 250 098

New Zealand Early Childhood Care and Education Bibliography, 1979-1982, with ERIC Descriptors.
113p. 2mf. L1 ED 250 081

Research and Clinical Center for Child Development Annual Report, 1982-1983.
84p. 1mf. L1 ED 250 060

Self Concept and Self Esteem: Infancy to Adolescence. A Cognitive Developmental Outline with Some Reference to Behaviour and Health Effects. Unit for Child Studies. Selected Papers Number 27.
23p. 1mf. L1 ED 250 095

Sleep Problems, Overtiredness and Overanxiety and Frustrating Children: From Birth to Preschool. Unit for Child Studies. Selected Papers Number 24.
16p. 1mf. L1 ED 250 092

State of the Art in Early Childhood Music and Research.
25p. 1mf. L1 ED 250 068

Inference

The Role of Inference in Effective Communication.
16p. 1mf. L1 ED 249 742

Inferences

Pickles Will Kill You: Use Humor to Teach Critical Reading Abilities.
19p. 1mf. L1 ED 249 478

Informal Education

The Parent as an Informal Teacher. Unit for Child Studies. Selected Papers Number 21.
13p. 1mf. L1 ED 250 089

Informal Leadership

Crossing the Bridge: The First Years of Teaching.
21p. 1mf. L1 ED 250 292

Informal Reading Inventories

Informal Assessment in Reading: Group vs. Individual.
12p. 1mf. L1 ED 249 482

Information Dissemination

Emulation and Replication as a Scenario for Successful School

Beginning French - Interactants' Communication Strategies.
19p. 1mf. L1 ED 249 798

Introductory Courses

Exploring Languages and Cultures--An Exploratory Foreign Language Course. A Guide for Teachers.
181p. 2mf. L1 ED 249 770

French--Core Program. Introductory Level Guidelines. Youth Education: Teaching Guide No. 2.
60p. 1mf. L1 ED 249 800

Investment

School District Cash Management. Program Audit.
43p. 1mf. L1 ED 249 652

Study of the Image of TIAA-CREF among Active Members.
65p. 1mf. L1 ED 249 877

Israel

Israeli Schools: Religious and Secular Problems.
10p. 1mf. L1 ED 250 227

The Higher Education System in Israel: Guidelines on the Development of the System and Its Planning for 1988 with a First Glance at 1995.
109p. 2mf. L1 ED 249 830

The Psychometric Entrance Examination of the Universities in Israel. Information Booklet, English Version.
67p. 1mf. L1 ED 250 343

Italy

Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States.
112p. 2mf. L2 ED 249 890

Item Banks

Item Bank: Student and College Outcomes. Improving Community College Evaluation and Planning.
134p. 2mf. L1 ED 250 046

Item Parameters

Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory.
23p. 1mf. L1 ED 250 365

Japan

Japan: A Guide to the Academic Placement of Students from Japan in Educational Institutions of the United States.
43p. 1mf. L2 ED 249 891

Research and Clinical Center for Child Development Annual Report, 1982-1983.
84p. 1mf. L1 ED 250 060

Research Report on the Japanese School System, Computer-Aided Instruction in Japan and the Japanese Home Computer Market.
104p. 2mf. L1 ED 249 645

Jefferson County Public Schools KY

The Jefferson County Effective Schools Project: Description and

"Trap Setting" in Didactic Materials.
19p. 1mf. L1 ED 249 810

Development in the Functionality of Grammatical Cues in Hebrew Sentence Comprehension.
11p. 1mf. L1 ED 249 778

FLES Program for Grades 1-3: A Non-Intensive, Non-Foreign Approach.
111p. 2mf. L1 ED 249 774

Some Concepts and Consequences of a Degree 1 Learnability Result.
9p. 1mf. L1 ED 249 780

Steps toward Promoting Cognitive Achievements.
22p. 1mf. L1 ED 249 588

The Impact of Experience on Academic Learning: A Summary of Theories and Review of Recent Research.
25p. 1mf. L1 ED 250 356

The Implications of Modern Approaches to Language for Teacher Training.
9p. 1mf. L1 ED 249 811

Legal Education

Design for Life. Abortion. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
34p. 1mf. L2 ED 250 264

Do You Believe? Religious Rights in the Public Schools. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
36p. 1mf. L2 ED 250 268

Finders Keepers: Property Rights of a Finder. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 266

Gateway: Deportation. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
45p. 1mf. L2 ED 250 269

How to Use a Law Library.
10p. 1mf. L2 ED 250 261

Keep Out - Danger! Use of Devices Which Can Cause Death or Serious Bodily Injury in Defense of Real and/or Personal Property. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 265

Spare the Rod: Due Process re School Discipline. Second Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
37p. 1mf. L2 ED 250 267

Students Are Also Citizens: First Amendment Rights of Students. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
48p. 1mf. L2 ED 250 262

The Crime Question: Rights and Responsibilities of Citizens. Student Edition. Major Issues in American Government. Law in

Construction Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
102p. 2mf. L1 ED 249 386

Mass Media

Communication Planning for Effective Nutrition Programs.
36p. 1mf. L1 ED 249 937

Mass Media Effects

"TV's Sort of...Just There": Critical Television Viewing Skills.
26p. 1mf. L1 ED 249 945

Parental Discretion Advised: Televised Warning Statements and Parental Attitudes.
18p. 1mf. L1 ED 249 564

Master Plans

Review of Statewide Long-Range Planning. Commission Report 84-17.
44p. 1mf. L1 ED 249 874

The Comprehensive Education Plan, SY 1984-85. Quality Teaching and Learning: A Blueprint for Continued Success.
623p. 7mf. L1 ED 249 604

Master Teachers

The California Mentor Teacher Program.
6p. 1mf. L1 ED 249 595

Masters Programs

Gerontology Training for Adult Educators: The Experience of the University of Southern Maine.
32p. 1mf. L1 ED 249 372

Summary Information on Master of Social Work Programs: 1984.
73p. 1mf. L2 ED 250 232

Mastery Learning

Designing an Integrated Instructional and Assessment System for Critical Thinking Skills.
22p. 1mf. L1 ED 249 589

Evaluation of the Chicago Mastery Learning Reading Program.
52p. 1mf. L1 ED 249 477

Mastery Tests

Bayesian Model for Determining Levels of Student Mastery.
24p. 1mf. L1 ED 250 382

New Mexico High School Proficiency Examination (NMHSPE). District Report. 1982-83.
84p. 1mf. L1 ED 250 344

Mate Selection

Testing "Compatibility Testing."
13p. 1mf. L1 ED 249 417

Material Development

Educational Software Tools: Designing a Text Editor for Children. Technical Report No. 8.
12p. 1mf. L1 ED 249 928

Formative Evaluation of "Taxes Influence Behavior" (Lesson #2) from "Tax Whys: Understanding Taxes". Research Report 91.
27p. 1mf. L1 ED 249 974

Planning Creative Writing Activities for Educable Mentally Handicapped Adolescents.
16p. 1mf. L1 ED 249 709

TMR and EMR Children's Ability to Learn Counting Skills and Principles.
32p. 1mf. L1 ED 249 681

Military Personnel

An Attrition Study of the Off Duty Air Force Education Program at McConnell AFB.
18p. 1mf. L1 ED 249 370

Military Training

The Coast Guard's CAI Approach to Basic Math and Reading Skills.
22p. 1mf. L1 ED 249 365

Minimum Competency Testing

Competency Based Certification of School Administrators: The Georgia Experience.
22p. 1mf. L1 ED 249 637

Legal Implications of Competency Testing.
30p. 1mf. L1 ED 250 335

New Mexico High School Proficiency Examination/Diploma Endorsement District Report. 1983.
24p. 1mf. L1 ED 250 322

Testing Teachers for Certification and Recertification.
15p. 1mf. L1 ED 250 299

Mining

Agribusiness/Natural Resources Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
159p. 2mf. L1 ED 249 381

Minority Group Influences

The Future of Desegregation and Urban Education.
13p. 1mf. L1 ED 250 406

Minority Groups

Basic Principles for the Education of Language-Minority Students: An Overview. 1982 Edition.
38p. 1mf. L2 ED 249 772

Deafness: Explorations into a Community and Its Culture.
13p. 1mf. L1 ED 249 696

Integrated Programs Sequenced to Enrich the Cognitive and Affective Skills of Minority Students Seeking Health Professional Training.
7p. 1mf. L1 ED 249 872

Long-Term Activities for Minority Institutions in Science and Technology Lake Arrowhead Conference (June 4-8, 1984).
172p. 2mf. L1 ED 250 180

Minority Students at the University of Wisconsin-Milwaukee: Who Are They and How Are They Doing?
25p. 1mf. L1 ED 249 828

Schooling and Language Minority Students: A Theoretical Framework.
227p. 3mf. L1 ED 249 773

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet I. Office Occupations.
119p. 2mf. L1 ED 249 398

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet III. Office Occupations.
94p. 1mf. L1 ED 249 400

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet V. Office Occupations.
39p. 1mf. L1 ED 249 402

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet II. Office Occupations.
67p. 1mf. L1 ED 249 399

Office of Management and Budget Circular A2

Report of the Workshop on the Effort Reporting Requirements of OMB Circular A-21.
59p. 1mf. L1 ED 249 860

Office Practice

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 2. Office Occupations.
25p. 1mf. L1 ED 249 406

Mae Conn and Associates. A Legal Secretary Position Simulation. Employer's Manual. Office Occupations.
138p. 2mf. L1 ED 249 403

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 4. Office Occupations.
101p. 2mf. L1 ED 249 408

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 1. Office Occupations.
35p. 1mf. L1 ED 249 405

Mae Conn and Associates. A Legal Secretary Position Simulation. Employee's Manual. Office Occupations.
52p. 1mf. L1 ED 249 404

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 3. Office Occupations.
19p. 1mf. L1 ED 249 407

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employee's Manual. Office Occupations.
19p. 1mf. L1 ED 249 397

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employer's Manual. Office Occupations.
265p. 3mf. L1 ED 249 396

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet I. Office Occupations.
119p. 2mf. L1 ED 249 398

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet V. Office Occupations.
39p. 1mf. L1 ED 249 402

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet III. Office Occupations.

School, and Themselves. Skills Essential to Learning Television Projects: Research Report.
23p. 1mf. L1 ED 249 978

Personality and Situation in the Prediction of Women's Career-Related Self-Efficacy Expectations and Life Satisfaction.
23p. 1mf. L1 ED 249 429

Personnel

An Impact Evaluation of the Resource Access Projects, 1981-1982.
352p. 4mf. L1 ED 250 077

Personnel Evaluation

Self-Directed Program for Developing Teacher and Administrator Evaluation Procedures.
143p. 2mf. L1 ED 249 570

Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-Based Performance Evaluation Process with Accompanying Supervisor's Manual.
48p. 1mf. L1 ED 249 986

Personnel Policy

Evolving Jobs and Nonteaching Professional Staff in Universities: An Alternative Perspective on Career Mobility Processes. Final Project Report.
97p. 2mf. L1 ED 249 819

Faculty Salaries and the Personnel Structure of Institutions.
11p. 1mf. L1 ED 249 823

Personnel Selection

Interviewing First Year Teachers: Applicant Appraisal for Secondary School Principals.
39p. 1mf. L1 ED 249 654

Preemployment Inquiries: Avoiding Pitfalls in the Hiring Process. Obtain the Person Best Qualified and Suited for a Particular Position in a Public School District without Invading Their Privacy. Avoid Charges of Discrimination and Bias in Hiring.
33p. 1mf. L2 ED 249 635

Persuasive Discourse

Free Speech at Berkeley: "University as Factory," An Argument from Analogy.
18p. 1mf. L1 ED 249 546

Political Debate Formats: A State-of-the-Art Review.
47p. 1mf. L1 ED 249 555

The Use of Part-Time Faculty in Forensics.
13p. 1mf. L1 ED 249 567

Peru

Peru: A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 896

Pharmacy

Health Services: Clinical. Pharmacy Aide. Instructor's Manual. Competency-Based Education.

Manpower Commission (Washington, District of Columbia, May 15, 1984).
83p. 1mf. L2 ED 250 204

Professional Development

Academic Advising: Images of a Profession.
9p. 1mf. L1 ED 249 826

Changing Educational Practice through Continuing Professional Development Programs.
20p. 1mf. L1 ED 249 609

Instructional Management Academy.
6p. 1mf. L1 ED 249 583

Professional Integration: A Guide for Students from the Developing World.
151p. 2mf. L2 ED 249 845

Strategies for Faculty Development, K-12: A Review of the Journal Literature.
18p. 1mf. L1 ED 249 614

Professional Education

Critical Decisions in the Professional Preparation and Development of School Administrators in Developing Areas. A Discussion Paper Prepared for the CASEA section of CSSE (Vancouver, BC, Canada, June 5, 1983).
48p. 1mf. L1 ED 249 573

Mainstreaming Continuing Professional Education: A Conceptual Approach and an Empirical Study.
79p. 1mf. L1 ED 249 882

Spain: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
32p. 1mf. L2 ED 249 898

Professional Personnel

Evolving Jobs and Nonteaching Professional Staff in Universities: An Alternative Perspective on Career Mobility Processes. Final Project Report.
97p. 2mf. L1 ED 249 819

Professional Recognition

Toward a More Desirable Profession.
21p. 1mf. L1 ED 250 293

Professionalism

More Talks with Teachers.
94p. 1mf. L1 ED 250 099

Profiles

Profile of Preparation in English: Phase II.
22p. 1mf. L2 ED 250 369

Public Elementary and Secondary Education in the United States, 1981-82: A Statistical Compendium.
219p. 3mf. L1 ED 249 649

Program Adaptation

Defining Fidelity: A Cross-Study Analysis.
16p. 1mf. L1 ED 249 659

Selling School Budgets in Hard Times. Fastback 215.
38p. 1mf. L1 ED 249 632

Public Schools

Focus on Reform: State Action to Improve Schooling in Illinois. Annual Report.
36p. 1mf. L1 ED 250 414

History, Pseudo-History, Anti-History: How Public School Textbooks Treat Religion. Policy Studies in Education.
21p. 1mf. L2 ED 249 575

Public Service Occupations

Public Service Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 392

Public Speaking

Teaching Critical Thinking Skills in the Public Speaking Course: A Liberal Arts Perspective.
36p. 1mf. L1 ED 249 556

Winning Orations: An Historical, Comparative Perspective of the Interstate Oratorical Contest.
16p. 1mf. L1 ED 249 562

Public Support

Selling School Budgets in Hard Times. Fastback 215.
38p. 1mf. L1 ED 249 632

Publications

Without Bias? How Selected Employee Publications Depict the Roles of Women and Men within the Corporate Structure.
40p. 1mf. L2 ED 249 485

Publishing Industry

Communication and Media Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
151p. 2mf. L1 ED 249 388

English Textbooks Based on Research and Theory--A Possible Dream.
6p. 1mf. L1 ED 249 530

Software Quality and Copyright: Issues in Computer-Assisted Instruction.
155p. 2mf. L2 ED 249 934

Pulp Magazines

Problems in Pulps: A Study of Special Collections in Pulp Magazines.
33p. 1mf. L1 ED 249 989

Qatar

Lifelong Education in University Life in the Arab Countries: The Qatar University Experience.
29p. 1mf. L1 ED 249 820

Quality of Life

Education in Healthy Lifestyles: Curriculum Implications. Fastback 216.
48p. 1mf. L1 ED 250 277

Human Relations and Community Life in Rural New York State: A

The Research on Higher Education Program. Swedish Research on Higher Education, 1984-5.
29p. 1mf. L1 ED 249 832

Research Reports

Energy. A National Need, A National Challenge.
26p. 1mf. L2 ED 250 192

Research in Science Education in the Federal Republic of Germany.
36p. 1mf. L1 ED 250 165

Research Skills

Guide to Teaching Research and Report Writing.
43p. 1mf. L1 ED 249 514

Research Tools

The Practice Profile: An All Purpose Tool for Program Communication, Staff Development, Evaluation and Improvement.
18p. 1mf. L1 ED 249 657

Research Utilization

Census Users Manual. Improving Community College Evaluation and Planning.
64p. 1mf. L1 ED 250 045

College Planning: Strategies for Assessing the Environment. Improving Community College Evaluation and Planning.
73p. 1mf. L1 ED 250 044

Measuring Community College Learner Outcomes: State-of-the-Art. Improving Community College Evaluation and Planning: Project Working Paper Number Ten.
91p. 1mf. L1 ED 250 041

Remarks...to the Governor's Task Force on Teacher Education, Meeting at the College of Education, University of Arizona, February 16, 1984.
12p. 1mf. L1 ED 250 313

Research and Teacher Effectiveness.
19p. 1mf. L1 ED 249 584

Selecting Computer Software for Limited English Speakers.
7p. 1mf. L1 ED 250 412

Researchers

Private Sector Funding Available to Foreign Scholars and Students in the United States.
60p. 1mf. L2 ED 249 849

Resident Camp Programs

Parental Feedback in the Evaluation of a Camp for Disadvantaged Children: The Camp Limberlost Project.
21p. 1mf. L1 ED 250 141

Residential Institutions

Evaluating Residential Institutions.
16p. 1mf. L1 ED 250 103

Trends in Residential Services for Mentally Retarded People: 1977-1982. Brief #23.
21p. 1mf. L1 ED 249 692

Residential Programs

Science Education Research

Research in Science Education in the Federal Republic of Germany.

36p. 1mf. L1 ED 250 165

Science Experiments

Regents Biology Resource Units.

95p. 1mf. L1 ED 250 201

Science in Schools, Age 11: Report No. 2. Assessment of Performance Unit.

p. 61mf. L3 ED 250 185

The Earth's Core: How Does It Work? Perspectives in Science. Number 1.

35p. 1mf. L2 ED 250 199

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Student Manual.

31p. 1mf. L1 ED 250 184

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Teacher's Guide.

43p. 1mf. L1 ED 250 183

Science Fiction

Science Fiction: An Annotated Bibliography of Selected Resources in the University Libraries SUNY/Albany.

16p. 1mf. L1 ED 249 994

The Future as Fiction.

11p. 1mf. L1 ED 250 238

Science Instruction

Life Science Instruction and Its Relationship to Scientific Literacy at the Intermediate Level.

29p. 1mf. L1 ED 250 148

Physical Science in General Education Curriculum Reform.

14p. 1mf. L1 ED 250 171

Solving Problems. Skills Essential to Learning Television Project: Working Paper.

36p. 1mf. L1 ED 249 980

The Planning and Teaching Intermediate Science Study: Final Report. Research Series No. 147.

43p. 1mf. L1 ED 250 161

Science Materials

Guide to the Records Relating to Science and Technology in the British Public Record Office: A RAMP Study.

319p. 4mf. L2 ED 250 003

Scientific and Technological Information in Transactional Files in Government Records and Archives: A RAMP Study.

56p. 1mf. L2 ED 249 995

Science Programs

Making Change Happen: A Case Study of School District Implementation.

128p. 2mf. L1 ED 250 162

Recapturing the Lead in Math and Science. Focus 14.

29p. 1mf. L1 ED 250 146

32p. 1mf. L2 ED 250 230

The Future of Desegregation and Urban Education.
13p. 1mf. L1 ED 250 406

Social Behavior

Social Problem-Solving in Classrooms.
12p. 1mf. L1 ED 250 374

The Toddler and the Pre-Schooler. Unit for Child Studies. Selected Papers Number 29.
23p. 1mf. L1 ED 250 097

Social Bias

Language Learning and the Practical Use of Language in School.
31p. 1mf. L2 ED 249 533

Recent Detrimental and Distinguished Books about Hispanic People and Cultures.
9p. 1mf. L1 ED 250 116

Social Change

Men and Relationships in the '80's.
8p. 1mf. L1 ED 249 453

The Next Generation of Teacher Preparation Programs.
44p. 1mf. L1 ED 250 288

Social Characteristics

Condition of Hispanics in America Today. Presented at the Hearings of the Subcommittee on Census and Population, House Committee on Post Office and Civil Service.
57p. 1mf. L1 ED 250 422

Social Cognition

Person Memory in Good Intuitive Judges of Personality.
9p. 1mf. L1 ED 249 438

Social Comparison

Consequences of the Transition into Junior High School on Social Comparison of Abilities and Achievement Motivation.
41p. 1mf. L1 ED 250 333

Social Development

"On the Level" Final Report on Formative Evaluation. Research Report 77.
91p. 1mf. L1 ED 249 964

"On the Level". Formative Evaluation: Conflict/Feelings/Self-Concept. Research Report 71.
77p. 1mf. L1 ED 249 958

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.
48p. 1mf. L1 ED 249 959

Current Topics in Early Childhood Education. Volume IV.
p. 42mf. L3 ED 250 100

Early Adolescence. Skills Essential to Learning Television Project: Working Paper.
19p. 1mf. L1 ED 249 976

Formative Evaluation: Friendship/Peers/Prejudice/Thinking. Research Report 76.

72p. 1mf. L1 ED 250 315

Turning the Tide. Discipline: Policies and Guidelines.
112p. 2mf. L1 ED 250 425

State Surveys

Louisiana School Effectiveness Study: Phase Two, 1982-84.
293p. 4mf. L1 ED 250 362

Louisiana School Effectiveness Study: Phase Two, 1982-84. Executive Summary and Conclusions.
25p. 1mf. L1 ED 250 361

State Universities

Academic Programs, Degrees and Other Formal Awards, Fall 1984. State University of New York.
371p. 4mf. L1 ED 249 881

Age Group and Sex of Students, Fall 1983, State University of New York.
712p. 8mf. L1 ED 249 880

Resources Allocated to Teacher Education in State Universities and Land-Grant Colleges.
53p. 1mf. L1 ED 250 297

State University of New York

Academic Programs, Degrees and Other Formal Awards, Fall 1984. State University of New York.
371p. 4mf. L1 ED 249 881

Age Group and Sex of Students, Fall 1983, State University of New York.
712p. 8mf. L1 ED 249 880

State University of New York Albany

Science Fiction: An Annotated Bibliography of Selected Resources in the University Libraries SUNY/Albany.
16p. 1mf. L1 ED 249 994

Statewide Planning

Human Relations and Community Life in Rural New York State: A Preliminary Report.
43p. 1mf. L1 ED 250 123

Information System Support. Improving Community College Evaluation and Planning: Project Working Paper Number Eight.
27p. 1mf. L1 ED 250 040

Review of Statewide Long-Range Planning. Commission Report 84-17.
44p. 1mf. L1 ED 249 874

Rural Health Care in New York State: A Preliminary Report.
39p. 1mf. L1 ED 250 128

Rural Transportation in New York State: A Preliminary Report.
28p. 1mf. L1 ED 250 124

Student Services in Illinois Community Colleges: A Manual for Student Services Professionals.
29p. 1mf. L1 ED 250 032

Statewide Priorities

Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine.

Inducting Student Teachers: The Role of the Secondary School Principal.
19p. 1mf. L1 ED 249 617

Supervisory Methods

Three Principal Styles of Facilitating School Improvement.
13p. 1mf. L1 ED 249 582

Supervisory Training

Instructional Management Academy.
6p. 1mf. L1 ED 249 583

Supplementary Reading Materials

Heart Butte: A Blackfeet Indian Community = Moisskitsipahpiistaki Siksikaiitsitapi Ohkanopissini.
24p. 1mf. L1 ED 250 115

Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
33p. 1mf. L1 ED 250 114

Surface Structure

The Acquisition of Pragmatic Word Order in Sesotho.
9p. 1mf. L1 ED 249 788

Surveys

Evaluation Report of the Survey of the District English Language Program. No. 337.
147p. 2mf. L1 ED 250 325

Interests in and Barriers to Computer Based Instruction of Psychology in Higher Education.
20p. 1mf. L1 ED 249 941

Parents in Special Needs Schools: Perceptions of Their School & Community. Research Report.
21p. 1mf. L1 ED 250 339

Suspension

Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.
51p. 1mf. L1 ED 250 421

Positive Alternatives to the Disciplinary Exclusion of Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders.
119p. 2mf. L1 ED 249 668

Utilizing the IEP: Florida's Answer to the Exclusion of Behaviorally Disordered Students.
23p. 1mf. L1 ED 249 669

Sweden

The Compleat University: Break from Tradition in Germany, Sweden and the U.S.A.
p. 32mf. L3 ED 249 821

The Research on Higher Education Program. Swedish Research on Higher Education, 1984-5.
29p. 1mf. L1 ED 249 832

Transition from School to Work for Handicapped Adolescents: Swedish Position Report to the OECD/CERI Project concerning the

Toward a More Desirable Profession.
21p. 1mf. L1 ED 250 293

Teaching Assistants

Foreign Teaching Assistants in U.S. Universities.
138p. 2mf. L2 ED 249 843

Teaching Conditions

Teachers, Their World, and Their Work. Implications for School Improvement.
155p. 2mf. L2 ED 250 285

Teaching Guides

Critical Issues in Elementary and Secondary Education: A Discussion Guide for Christians.
43p. 1mf. L1 ED 249 572

Teaching Methods

Are Low Stress Algorithms in Addition and Subtraction a Solution to More Than Math Problems?
18p. 1mf. L1 ED 250 170

Arts Education in Grades 6 through 9: A National Survey of Arts Teachers and Supervisors. Research Report 84.
45p. 1mf. L1 ED 249 969

Beginning French - Interactants' Communication Strategies.
19p. 1mf. L1 ED 249 798

Calculator Problem Solving. Using Calculators to Teach Mathematics and Problem Solving: A Calculator Resource Manual for Teachers (K-8) and Principals. Second Edition.
p. 31mf. L3 ED 250 150

Clarifying the "A" in CAI for Learners of Different Abilities. Assessing the Cognitive consequences of Computer Environments for Learning (ACCCEL).
33p. 1mf. L1 ED 250 177

Cognition in Fifth and Sixth Grade Children. Skills Essential to Learning Television Project: Working Paper.
26p. 1mf. L1 ED 249 979

Computer Literacy: Teacher Competencies.
27p. 1mf. L1 ED 249 939

Develop a Personal Philosophy Concerning Vocational Student Organizations. Second Edition. Module H-1 of Category H--Vocational Student Organization. Professional Teacher Education Module Series.
33p. 1mf. L1 ED 249 373

Guide to Easing Writing's Rigors: Having Fun with Language.
118p. 2mf. L1 ED 249 517

Guide to Expository Writing.
97p. 2mf. L1 ED 249 518

Guide to Journal Writing.
59p. 1mf. L1 ED 249 519

Investigating Reading Preferences, Reading Attitudes, and Teacher Observations of Third Graders.
13p. 1mf. L1 ED 250 359

27p. 1mf. L1 ED 249 968

Trainers

Impact of Developing Teacher Commitment to Behavioral Change.
38p. 1mf. L1 ED 250 283

Training

Children's Understanding of Rhythm: The Relationship between Development and Musical Training.
90p. 1mf. L1 ED 250 071

Training Methods

Entrepreneurial Training for Refugees: A Training Guide.
63p. 1mf. L1 ED 250 424

Group Membership: An Integrative Approach to Teaching Small Group Knowledge and Practice Skill.
21p. 1mf. L1 ED 249 416

Impact of Developing Teacher Commitment to Behavioral Change.
38p. 1mf. L1 ED 250 283

Transfer of Training

Learning to Read English as a Second Language: Effects of First Language Script System and Cultural/Educational Background.
19p. 1mf. L1 ED 249 759

Logo Programming and the Development of Planning Skills. Technical Report No. 16.
56p. 1mf. L1 ED 249 930

School Improvement through Staff Development: The Coaching of Teaching.
8p. 1mf. L1 ED 249 593

Transitional Programs

Newton High School Project Capable, 1982-1983. O.E.E. Evaluation Report.
72p. 1mf. L1 ED 250 432

Project A.B.C. Bronx Academic Bilingual Career Program, 1982-1983. O.E.E. Evaluation Report.
70p. 1mf. L1 ED 250 431

Project L'Ouverture, 1982-1983. O.E.E. Evaluation Report.
58p. 1mf. L1 ED 250 428

Seward Park High School Project Superemos, 1982-1983. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 429

The Bilingual Program in Auxiliary Services for High Schools, 1982-1983. O.E.E. Evaluation Report.
110p. 2mf. L1 ED 250 434

Transition from School to Work for Handicapped Adolescents: Swedish Position Report to the OECD/CERI Project concerning the Education of Handicapped Adolescents--Innovative Approaches in the Transition to Adult and Working Life.
144p. 2mf. L1 ED 249 741

Transportation

Energy and Transportation Lessons for the Middle Grades.
103p. 2mf. L1 ED 250 190

Correctional Education: Methods and Practices in the Computer Age.
9p. 1mf. L1 ED 249 362

Gerontology Training for Adult Educators: The Experience of the University of Southern Maine.
32p. 1mf. L1 ED 249 372

Homemaker Reaction to EFNEP/Food Stamp Pilot Nutrition Education Project. A 1983 Pennsylvania and Massachusetts Survey. Extension Studies 92.
42p. 1mf. L1 ED 249 363

Metropolitan French: Familiarization & Short-Term Training.
600p. 7mf. L1 ED 249 775

Model for Teaching Group Dynamics to Occupational Therapy Students.
38p. 1mf. L1 ED 249 836

Project REDEAL. Final Report. REDEAL Technical Report #3.
120p. 2mf. L1 ED 249 348

Tapping the World of the Older Adult.
16p. 1mf. L1 ED 249 366

What Should the GED Tests Measure?: Some Proposed Changes.
66p. 1mf. L1 ED 249 367

Adult Educators

Gerontology Training for Adult Educators: The Experience of the University of Southern Maine.
32p. 1mf. L1 ED 249 372

Adult Learning

Petra: Learning to Read at 45.
22p. 1mf. L1 ED 249 761

Adult Literacy

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.
102p. 2mf. L2 ED 249 464

Adult Students

An Effective Strategy to Design Mediated Instruction for Female Adults--Compositional Syntactic Placement.
55p. 1mf. L1 ED 249 369

Factors Effecting Learner Motivation in Distance Education: The Interaction between Learner Attributes and Learner Course Performance. REDEAL Research Report #9. Project REDEAL Research and Evaluation of Distance Education for the Adult Learner.
42p. 1mf. L1 ED 249 346

Lifelong Education in University Life in the Arab Countries: The Qatar University Experience.
29p. 1mf. L1 ED 249 820

Project REDEAL. Final Report. REDEAL Technical Report #3.
120p. 2mf. L1 ED 249 348

Telecourses and Learning Laboratory Utilization: A Survey to Identify the Learner Population and Their Utilization Patterns for Long Range Planning.
24p. 1mf. L1 ED 249 835

Secondary Education.
44p. 1mf. L1 ED 249 603

Research in Geographical Education--Volume 2. Papers Presented to the National Meeting of the Australian Geographical Research Association (2nd, Sydney, Australia, December 4-6, 1982).
278p. 3mf. L1 ED 250 220

The Early Childhood Education of Aboriginal Australians: A Review of Six Action-Research Projects.
191p. 2mf. L2 ED 250 145

Australia (Queensland)

Evaluation of ABC Early Education Broadcasts: Preschool Correspondence Survey.
73p. 1mf. L1 ED 250 072

Australia (Victoria)

Staying at High School in Victoria. ACER Research Monograph No. 23.
163p. 2mf. L2 ED 249 647

Australia (Western Australia)

Post Secondary Education Planning: The Demographic Context. A Discussion Paper.
29p. 1mf. L1 ED 249 856

Student Enrolments in Higher Education in Western Australia: Some Observations on Trends over the Period 1973 to 1983. A Discussion Paper.
24p. 1mf L1 ED 249 855

Australian Scholastic Aptitude Tests

Sex Bias in ASAT? ACER Research Monograph No. 24.
164p. 2mf. L2 ED 250 373

Authoritarianism

The Relationship of Family Environments to Parent Motivation Strategies and Children's Self-Consciousness in the Math Classroom.
28p. 1mf. L1 ED 250 157

Authors

The ALAN Review. Fall 1984.
33p. 1mf. L1 ED 249 532

Auto Mechanics

Transportation Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
107p. 2mf. L1 ED 249 383

Autobiographies

Tapping the World of the Older Adult.
16p. 1mf. L1 ED 249 366

Automation

Libraries and Archives: Critical Distinctions, Mutual Concerns, and the Need for Increased Cooperation.
16p. 1mf. L1 ED 250 011

Awards

Guide to Newbery Medal Winners and Honor Books, 1977-1984.

Case Management

Comparing Case Management Systems.
31p. 1mf. L1 ED 249 436

Case Records

Computerized Information Management in Long-Term Care: A Case Study. Technical Report No. 303.
29p. 1mf. L1 ED 249 442

Case Studies

Case Study Evaluations: A Case in Point. An Illustrative Report and Methodological Analysis of Case Study Evaluations.
104p. 2mf. L1 ED 250 354

Design for Life. Abortion. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
34p. 1mf. L2 ED 250 264

Do You Believe? Religious Rights in the Public Schools. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
36p. 1mf. L2 ED 250 268

Finders Keepers: Property Rights of a Finder. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 266

Gateway: Deportation. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
45p. 1mf. L2 ED 250 269

Keep Out - Danger! Use of Devices Which Can Cause Death or Serious Bodily Injury in Defense of Real and/or Personal Property. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 265

Students Are Also Citizens: First Amendment Rights of Students. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
48p. 1mf. L2 ED 250 262

To Prosecute or Not? Enforcement of Federal Criminal Regulatory Statutes. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
46p. 1mf. L2 ED 250 263

Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 2: The Second Grade Data.
135p. 2mf. L1 ED 249 535

With Interest It Comes To.. Unconscionable Clauses in Sales Contracts. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
42p. 1mf. L2 ED 250 270

Cataloging

Public Services in Research Libraries: A Self-Study. The Newberry Library.
54p. 1mf. L2 ED 250 006

Counts.
27p. 1mf. L2 ED 249 473

Collective Bargaining

Institutional Units and Campuses with Faculty Collective Bargaining Agents. Special Report #12: Update.
37p. 1mf. L2 ED 250 030

College Administration

Higher Education in the German Democratic Republic. Monographs on Higher Education.
82p. 1mf. L1 ED 249 868

Rules of the Illinois Community College Board, Fiscal Year 1985.
41p. 1mf. L1 ED 250 049

The Costs and Benefits of Openness: Sunshine Laws and Higher Education.
78p. 1mf. L2 ED 249 851

College Admission

Australia: A Study of the Educational System of Australia and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
278p. 3mf. L2 ED 249 884

Enrollment Management: An Integrated Approach.
174p. 2mf. L2 ED 249 906

Greece: A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 888

Guide to the Academic Placement of Students from Ghana in Educational Institutions of the United States.
57p. 1mf. L2 ED 249 887

Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States.
112p. 2mf. L2 ED 249 890

Japan: A Guide to the Academic Placement of Students from Japan in Educational Institutions of the United States.
43p. 1mf. L2 ED 249 891

Jordan: A Study of the Educational System of Jordan and a Guide to the Academic Placement of Students from Jordan in Educational Institutions of the United States.
29p. 1mf. L2 ED 249 892

Mexico: A Study of the Educational System of Mexico and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
292p. 4mf. L2 ED 249 895

Republic of Indonesia: A Study of the Educational System of the Republic of Indonesia and a Guide to the Academic Placement of Students from the Republic of Indonesia in Educational Institutions of the United States.
129p. 2mf. L2 ED 249 889

Manufacturing Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
139p. 2mf. L1 ED 249 387

Marine Science Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
52p. 1mf. L1 ED 249 384

Marketing and Distribution Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
422p. 5mf. L1 ED 249 393

Personal Service Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
83p. 1mf. L1 ED 249 385

Public Service Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 392

Retailing. Instructor's Guide Sheets and Instructor's Package, Modules R 1-45. Competency-Based Education.
853p. 9mf. L1 ED 249 374

Transportation Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
107p. 2mf. L1 ED 249 383

Competition

Education Vouchers. Fastback 210.
44p. 1mf. L1 ED 249 629

Competition Model

Development in the Functionality of Grammatical Cues in Hebrew Sentence Comprehension.
11p. 1mf. L1 ED 249 778

Compliance (Legal)

Irving Independent School District, Petitioner v. Henri Tatro, et Ux., Individually and as Next Friend of Amber Tatro, a Minor. On Writ of Certiorari to the United States Court of Appeals for the Fifth Circiut. No. 83-558.
18p. 1mf. L1 ED 249 755

Oversight and Reauthorization Hearing on the Rehabilitation Act of 1983. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session (March 21 and 23, 1983).
446p. 5mf. L1 ED 249 748

Preemployment Inquiries: Avoiding Pitfalls in the Hiring Process. Obtain the Person Best Qualified and Suited for a Particular Position in a Public School District without Invading Their Privacy. Avoid Charges of Discrimination and Bias in Hiring.
33p. 1mf. L2 ED 249 635

Compositional Syntactic Placement

An Effective Strategy to Design Mediated Instruction for Female Adults--Compositional Syntactic Placement.
55p. 1mf. L1 ED 249 369

Comprehension

Certifying Special Education Programs for Teacher Education. A Proposal to the Department of Education, State of Kansas, from the Department of Education and Home Economics, Washburn University.
82p. 1mf. L1 ED 249 677

Model for Teaching Group Dynamics to Occupational Therapy Students.
38p. 1mf. L1 ED 249 836

Prototype Educational Delivery System Using Water Quality Monitoring as a Model.
55p. 1mf. L1 ED 249 351

Some Reasons for a Need to Change the Approach to Trigonometry Instruction and a Proposal for Change
20p. 1mf. L1 ED 250 027

Survey of Students' Attitudes towards Physical and Health Education in London Secondary Schools, June 1983. Research Report 83-08.
64p. 1mf. L1 ED 250 273

Teaching Critical Thinking Skills in the Public Speaking Course: A Liberal Arts Perspective.
36p. 1mf. L1 ED 249 556

The Development of a Course of Study Planning Guide for Vocational Agriculture.
256p. 3mf. L1 ED 249 349

Course Descriptions

Integrated Regional Resources Management. A Syllabus for an International Training Course Based on the Experience of the Tennessee Valley Authority.
22p. 1mf. L1 ED 250 205

Regents Biology Resource Units.
95p. 1mf. L1 ED 250 201

Course Evaluation

Faculty Opinions of the Course-Instructor Survey Program at U.T. Austin. RB-83-13.
145p. 2mf. L1 ED 250 347

Trade-offs: What the Research Is Saying.
27p. 1mf. L1 ED 249 968

Course Instructor Survey Program

Faculty Opinions of the Course-Instructor Survey Program at U.T. Austin. RB-83-13.
145p. 2mf. L1 ED 250 347

Course Organization

The Teaching of French in the People's Republic of China.
18p. 1mf. L1 ED 249 806

Course Selection

Analysis of the Impact of the Seven-Period Day. Revised.
11p. 1mf. L1 ED 249 602

Courseware

Analysis and Review of Courseware Evaluation Strategies.
30p. 1mf. L1 ED 249 936

Developing Nations

Challenge for Third-World Education: Changing Male/Female Literacy in Pakistan.
23p. 1mf. L1 ED 249 469

Communication Planning for Effective Nutrition Programs.
36p. 1mf. L1 ED 249 937

Critical Decisions in the Professional Preparation and Development of School Administrators in Developing Areas. A Discussion Paper Prepared for the CASEA section of CSSE (Vancouver, BC, Canada, June 5, 1983).
48p. 1mf. L1 ED 249 573

Developmental Psychology and the Third World--Some Preliminary Considerations
9p. 1mf. L1 ED 250 237

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.
45p. 1mf. L2 ED 249 501

Integrated Regional Resources Management. A Syllabus for an International Training Course Based on the Experience of the Tennessee Valley Authority.
22p. 1mf. L1 ED 250 205

Lifelong Education in University Life in the Arab Countries: The Qatar University Experience.
29p. 1mf. L1 ED 249 820

Media for People in Cities: A Study of Community Media in the Urban Context.
242p. 3mf. L2 ED 249 540

Popular Theatre and Participatory Research. Bosele Tshwaraganang Publications No. 12.
31p. 1mf. L1 ED 250 223

Population Growth and Economic and Social Development.
11p. 1mf. L1 ED 250 234

Professional Integration: A Guide for Students from the Developing World.
151p. 2mf. L2 ED 249 845

Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (9th, Bangkok, Thailand, March 20-26, 1984). Final Report.
185p. 2mf. L2 ED 250 139

Scientific and Technological Information in Transactional Files in Government Records and Archives: A RAMP Study.
56p. 1mf. L2 ED 249 995

Women in Development: Looking to the Future. Hearing before the Committee on Foreign Relations. United States Senate, Ninety-Eighth Congress, Second Session.
162p. 2mf. L1 ED 250 [illegible]40

Developmental Disabilities

Coping with Adolescence: Perspectives of Retarded Individuals and Their Family.

Education and Employment. Report No. 2: Young Hispanic Mothers Enrolled in School and/or Employed Interviewed in the 1979 National Longitudinal Survey.
103p. 2mf. L1 ED 250 437

Hispanics: Challenges and Opportunities. A Look at the Demographic, Economic, Social, and Political Situation of Hispanics in the United States Today, and at the Ford Foundation's Initiatives to Address the Needs and Impact of this Growing Population. Working Paper No. 435.
70p. 1mf. L2 ED 250 121

Educational Background

Greece: A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 888

Republic of Indonesia: A Study of the Educational System of the Republic of Indonesia and a Guide to the Academic Placement of Students from the Republic of Indonesia in Educational Institutions of the United States.
129p. 2mf. L2 ED 249 889

Educational Benefits

Enrollment Management: An Integrated Approach.
174p. 2mf. L2 ED 249 906

Gerontology Training for Adult Educators: The Experience of the University of Southern Maine.
32p. 1mf. L1 ED 249 372

Measuring Community College Learner Outcomes: State-of-the-Art. Improving Community College Evaluation and Planning: Project Working Paper Number Ten.
91p. 1mf. L1 ED 250 041

Educational Certificates

Academic Programs, Degrees and Other Formal Awards, Fall 1984. State University of New York.
371p. 4mf. L1 ED 249 881

Guide to the Academic Placement of Students from Ghana in Educational Institutions of the United States.
57p. 1mf. L2 ED 249 887

Educational Change

Changes Real and Imagined: A Historical Examination of Secondary School Literature Teaching and Texts.
25p. 1mf. L1 ED 249 538

Changing Schools to Prevent Delinquency.
47p. 1mf. L1 ED 249 435

Collecting Data in High Schools: Methods and Madness. R&D Report No. 3183.
39p. 1mf. L1 ED 250 392

Community, Context, and Co-Curriculum: Situational Factors Influencing School Improvements in a Study of High Schools. R&D Report No. 3186.

Instructional Televsision Series. Volume I. Technical Report.
241p. 3mf. L1 ED 249 949

Research on the Introduction, Use, and Impact of "ThinkAbout" Instructional Television Series. Volume II. "ThinkAbout": Teacher Use and Student Response in Three Classrooms.
193p. 3mf. L1 ED 249 950

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.
23p. 1mf. L1 ED 249 948

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use.
181p. 2mf. L1 ED 249 951

Secondary Health Project: Concepts Review. Research Report 70.
60p. 1mf. L1 ED 249 957

Solutions Unlimited: Evaluation of Prototype Units 1 and 3. Research Report 89.
43p. 1mf. L1 ED 249 972

Status of Social Studies Teaching: Practices in Secondary Schools. Research Report 79.
77p. 1mf. L1 ED 249 966

Summary of the "ThinkAbout" Cluster Evaluation: Collection Information.
25p. 1mf. L1 ED 249 947

The "Give & Take" Formative Evaluation. Research Report 87.
75p. 1mf. L1 ED 249 971

Trade-offs: What the Research Is Saying.
27p. 1mf. L1 ED 249 968

Educational Testing

Summary of Guildelines for Test Users.
140p. 2mf. L1 ED 250 318

Test Information: A Selective Annotated Bibliography. Bibliography Series Fourteen.
25p. 1mf. L1 ED 250 377

Educational Theories

Literacy Instruction in American Schools: Problems and Perspectives.
54p. 1mf. L1 ED 249 475

Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

Parallels between New Paradigms in Science and in Reading and Literary Theories.
35p. 1mf. L2 ED 249 463

Schooling and Language Minority Students: A Theoretical Framework.
227p. 3mf. L1 ED 249 773

The Rhetoric of the Resume.
10p. 1mf. L1 ED 249 537

Writing Stages: A Developmental Hierarchy.

Industry's Task--To Keep Nature in Business.
27p. 1mf. L1 ED 250 147

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Teacher's Guide.
43p. 1mf. L1 ED 250 183

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Student Manual.
31p. 1mf. L1 ED 250 184

Environmental Quality

Measuring the Benefits of Clean Air and Water.
165p. 2mf. L2 ED 250 207

Environmental Technicians

Environmental Control Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
66p. 1mf. L1 ED 249 390

Epistemology

An Analysis of the Interaction between Students' Epistemological Assumptions and the Composing Process.
16p. 1mf. L1 ED 249 503

Children's Mental Models of Recursive Logo Programs. Technical Report No. 10.
13p. 1mf. L1 ED 249 929

Equal Education

Equality of Educational Programs within a School District: Three Criteria of Equality--Access, Participation, and Outcomes--Applied.
11p. 1mf. L1 ED 249 633

From Brown to Grove City College: 1954-1984.
15p. 1mf. L1 ED 250 419

Hearing on Women's Educational Equity Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 11 To Extend through Fiscal Year 1989 the Authorization of Appropriations for Certain Education Programs, and for Other Purposes.
210p. 3mf. L1 ED 250 226

Participation and Equity in Australian Schools. The Goal of Full Secondary Education.
44p. 1mf. L1 ED 249 603

Equal Opportunities (Jobs)

Surviving the Transition from Graduate Student to Assistant Professor.
11p. 1mf. L1 ED 249 867

Equalization Aid

The History of Wisconsin's General State Aid Formula for Elementary and High School Districts. Bulletin No. 4324.
225p. 3mf. L1 ED 249 648

Equated Scores

Equating Instructional Accomplishment Inventories and Standardized

Economics: A Guide to Reference Sources.
18p. 1mf. L1 ED 250 235

Financial Aid Applicants

Graduate Financial Planning and Debt Management Brochure.
33p. 1mf. L1 ED 249 913

Institutional Financial Planning and Debt Management Manual.
55p. 1mf. L1 ED 249 910

Law School Financial Planning and Debt Management Brochure.
30p. 1mf. L1 ED 249 914

Private Sector Funding Available to Foreign Scholars and Students in the United States.
60p. 1mf. L2 ED 249 849

Undergraduate Financial Planning and Debt Management Brochure.
36p. 1mf. L1 ED 249 912

Financial Needs

Meeting the Costs of Attending College. A Staff Analysis of the Demographic Characteristics and Financial Circumstances of California Undergraduates. Commission Report 84-15.
104p. 2mf. L1 ED 249 875

Financial Policy

Faculty Salaries and the Personnel Structure of Institutions.
11p. 1mf. L1 ED 249 823

Resources Allocated to Teacher Education in State Universities and Land-Grant Colleges.
53p. 1mf. L1 ED 250 297

Financial Services

Personal Service Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
83p. 1mf. L1 ED 249 385

Financial Support

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.
27p. 1mf. L1 ED 249 723

Patterns and Implications of Child Support and Enforcement Practices for Children's Well-Being. Working Paper No. 128.
18p. 1mf. L2 ED 250 079

Fine Arts

Arts Education in Grades 5 through 9: A National Survey of Arts Teachers and Supervisors. Research Report 84.
45p. 1mf. L1 ED 249 969

FLES

Contrastive Study of Korean and English Word Order.
118p. 2mf. L1 ED 249 771

Exploring Languages and Cultures--An Exploratory Foreign Language Course. A Guide for Teachers.
181p. 2mf. L1 ED 249 770

FLES Program for Grades 1-3: A Non-Intensive, Non-Foreign Approach.
111p. 2mf. L1 ED 249 774

Foreign Teaching Assistants in U.S. Universities.
138p. 2mf. L2 ED 249 843

Graduate Financial Planning and Debt Management Brochure.
33p. 1mf. L1 ED 249 913

The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part III).
165p. 2mf. L2 ED 249 846

Graduate Study

Summary Information on Master of Social Work Programs: 1984.
73p. 1mf. L2 ED 250 232

Graduate Surveys

The Mesa Unified School District Advanced Placement Program--Perspectives of Former Students. Research Report 52.
62p. 1mf. L1 ED 250 366

The Women's Lifepaths Study: The Course of Role-Innovation over 14 Years.
5p. 1mf. L1 ED 249 841

Graduation Requirements

Legal Implications of Competency Testing.
30p. 1mf. L1 ED 250 335

New Mexico High School Proficiency Examination/Diploma Endorsement District Report. 1983.
24p. 1mf. L1 ED 250 322

Grammar

Hualapai Reference Grammar.
599p. 7mf. L1 ED 250 132

Semantically-Based Child Grammars: Some Empirical Inadequacies.
9p. 1mf. L1 ED 249 785

Some Concepts and Consequences of a Degree 1 Learnability Result.
9p. 1mf. L1 ED 249 780

Understanding English Modals through Space Grammar.
26p. 1mf. L1 ED 249 794

Grants

Improving School Programs--Some Administrative Insights and Policy Guidelines.
25p. 1mf. L1 ED 249 650

Trends in Humanities Programming.
74p. 1mf. L1 ED 250 014

Graphs

Bar Graph-Using Operations and Response Time.
31p. 1mf. L1 ED 250 381

Effects of Preliminary Directions on Table- and Graph-Using Proficiencies of Upper Elementary Schoolers.
60p. 1mf. L1 ED 250 389

Handbook of Mathematical Functions with Formulas, Graphs, and Mathematical Tables. National Bureau of Standards Applied Mathematics Series 55. Tenth Printing.
1076p. 12mf. L1 ED 250 164

Problem Solving in Mathematics, Grade 9. Lane County Mathematics

Improvement.
13p. 1mf. L1 ED 249 660

Information Needs

Information Requirements of University Faculty. An Investigation into the Information Needs, Habits, and Attitudes of the Faculty of George Peabody College for Teachers of Vanderbilt University.
186p. 2mf. L1 ED 249 987

Library of Michigan Long-Range Plan, 1 October 1984 to 30 September 1987.
33p. 1mf. L1 ED 249 990

National Education Practice File. Final Report. Evaluation Report.
430p. 5mf. L1 ED 250 015

Public Services in Research Libraries. Preliminary Reports from the Public Services Research Projects: University of Arizona, Cornell University, University of Illinois, Michigan State University, New York University, Pennsylvania State University, and Texas A & M University.
73p. 1mf. L2 ED 249 991

Subject Access in the Small Library.
13p. 1mf. L1 ED 249 996

Information Overload

The Information Acquisition Style and Decision-Making Mode of High-Level Managers in an Information Rich Environment.
19p. 1mf. L1 ED 249 552

Information Processing

The Information Acquisition Style and Decision-Making Mode of High-Level Managers in an Information Rich Environment.
19p. 1mf. L1 ED 249 552

Information Retrieval

Anforderungskatalog fur Einen Graphikfahigen Mikrocomputer fur Online-Recherchen. Report UBTUW-84-007 (Requirements for a Microcomputer with Graphic Capabilities for Online Searching).
28p. 1mf. L1 ED 249 999

Information Management Tools for Classrooms: Exploring Database Management Systems. Technical Report No. 28.
33p. 1mf. L2 ED 249 925

Public Services in Research Libraries. Preliminary Reports from the Public Services Research Projects: University of Arizona, Cornell University, University of Illinois, Michigan State University, New York University, Pennsylvania State University, and Texas A & M University.
73p. 1mf. L2 ED 249 991

Subject Access in the Small Library.
13p. 1mf. L1 ED 249 996

Information Seeking

"ThinkAbout" Cluster Evaluation: Collecting Information.
305p. 4mf. L1 ED 249 946

Information Management Tools for Classrooms: Exploring Database Management Systems. Technical Report No. 28.

Analysis of Outcomes.
34p. 1mf. L1 ED 249 651

Jersey City State College NJ

Factors Associated with the Academic Performance of Marginal Students in an Urban College Setting.
113p. 2mf. L1 ED 249 838

Job Analysis

Evaluation of the Unified Compensation and Classification Plan.
40p. 1mf. L1 ED 249 600

Job Application

The Rhetoric of the Resume.
10p. 1mf. L1 ED 249 537

Job Development

Evolving Jobs and Nonteaching Professional Staff in Universities: An Alternative Perspective on Career Mobility Processes. Final Project Report.
97p. 2mf. L1 ED 249 819

Job Performance

Self-Directed Program for Developing Teacher and Administrator Evaluation Procedures.
143p. 2mf. L1 ED 249 570

The Effects of Rating Purpose and Anonymity on Self Ratings.
10p. 1mf. L1 ED 250 394

Job Satisfaction

The Use of Part-Time Faculty in Forensics.
13p. 1mf. L1 ED 249 567

Job Skills

Writing a Writing Assessment: Saying What You Want to Say Isn't as Simple as It Seems.
54p. 1mf. L1 ED 249 507

Job Training

Investing in America's Future. A Policy Statement.
47p. 1mf. L1 ED 250 416

Re-Employment Training: Evaluation of the Oakland University RECAP/JETS Program.
136p. 2mf. L1 ED 249 413

Job Training Partnership Act 1982

Community Based Organizations. The Challenges of the Job Training Partnership Act.
28p. 1mf. L1 ED 249 345

Program Effects of JTPA on Community-Based Organizations.
32p. 1mf. L1 ED 249 344

What's Happening to CBOs under JTPA and Where Do We Go from Here? Highlights of the NYEC Survey.
22p. 1mf. L1 ED 249 343

Jordan

Jordan: A Study of the Educational System of Jordan and a Guide to the Academic Placement of Students from Jordan in Educational Institutions of the United States.

Social Studies Series.
26p. 1mf. L2 ED 250 248

The Crime Question: Rights and Responsibilities of Citizens. Instructor's Manual. Major Issues in American Government Law in Social Studies Series.
83p. 1mf. L2 ED 250 249

To Prosecute or Not? Enforcement of Federal Criminal Regulatory Statutes. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
46p. 1mf. L2 ED 250 263

With Interest It Comes To...Unconscionable Clauses in Sales Contracts. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
42p. 1mf. L2 ED 250 270

Youth-in-Action Program Implementation Manual. Revised Edition.
59p. 1mf. L2 ED 250 259

Legal Problems

Finders Keepers: Property Rights of a Finder. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 266

Legal Implications of Competency Testing.
30p. 1mf. L1 ED 250 335

Preemployment Inquiries: Avoiding Pitfalls in the Hiring Process. Obtain the Person Best Qualified and Suited for a Particular Position in a Public School District without Invading Their Privacy. Avoid Charges of Discrimination and Bias in Hiring.
33p. 1mf. L2 ED 249 635

Related Services for Handicapped Students: Legal Considerations. Research & Resources on Special Education: Issue II.
20p. 1mf. L1 ED 249 722

Legal Responsibility

Legal Aspects of Pupil Transportation.
55p. 1mf. L2 ED 249 610

Questions Teachers Ask about Legal Aspects of Reporting Child Abuse and Neglect.
34p. 1mf. L2 ED 249 634

Software Quality and Copyright: Issues in Computer-Assisted Instruction.
155p. 2mf. L2 ED 249 934

Legislation

Church-State Separation: Recent Trends and Developments.
35p. 1mf. L1 ED 250 417

Libraries and Archives: Critical Distinctions, Mutual Concerns, and the Need for Increased Cooperation.
16p. 1mf. L1 ED 250 011

Legislators

International Education & the Federal Budget Cycle.
13p. 1mf. L1 ED 249 866

Leisure Education

Solutions Unlimited: Evaluation of Prototype Units 1 and 3. Research Report 89.
43p. 1mf. L1 ED 249 972

The "Give & Take" Formative Evaluation. Research Report 87.
75p. 1mf. L1 ED 249 971

Mathematical Formulas

Handbook of Mathematical Functions with Formulas, Graphs, and Mathematical Tables. National Bureau of Standards Applied Mathematics Series 55. Tenth Printing.
1076p. 12mf. L1 ED 250 164

Mathematical Models

Bayesian Model for Determining Levels of Student Mastery.
24p. 1mf. L1 ED 250 382

General Model for the Homogeneous Case of the Continuous Response.
205p. 3mf. L1 ED 250 350

Multidimensional Difficulty as a Direction and a Distance.
12p. 1mf. L1 ED 250 399

Mathematical Vocabulary

Reading in Secondary Mathematics: Problems, Suggestions, Sources.
121p. 2mf. L1 ED 249 466

Mathematics

Guide to Programs. Fiscal Year 1985.
91p. 1mf. L1 ED 250 149

Handbook of Mathematical Functions with Formulas, Graphs, and Mathematical Tables. National Bureau of Standards Applied Mathematics Series 55. Tenth Printing.
1076p. 12mf. L1 ED 250 164

Introduction to Number Systems, Boolean Algebra, Logic Circuits. Navy Electricity and Electronics Training Series. Module 13.
107p. 2mf. L1 ED 250 152

Mathematics Achievement

Consequences of the Transition into Junior High School on Social Comparison of Abilities and Achievement Motivation.
41p. 1mf. L1 ED 250 333

Differences in Grade Point Averages of Male and Female College Students Having Different Majors and Piagetian Operational Levels.
12p. 1mf. L1 ED 249 448

Effects of Multigrade Grouping on Elementary Student Achievement in Reading and Mathematics. RR-48.
143p. 2mf. L1 ED 250 327

Mathematics Anxiety

Improving Female Mathematics Achievement.
44p. 1mf. L1 ED 250 198

Mathematics Curriculum

Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.
66p. 1mf. L1 ED 250 168

Investigation of Problems of Implementing Curriculum in Primary

Selected Bibliography of Social Science Readings on Women of Color.
33p. 1mf. L2 ED 250 258

Testing Teachers for Certification and Recertification.
15p. 1mf. L1 ED 250 299

The Peninsula Academies. Third Yearly Interim Report.
73p. 1mf. L1 ED 249 358

Transfer Education: California Community Colleges.
110p. 2mf. L1 ED 250 025

Misconceptions

The Planning and Teaching Intermediate Science Study: Final Report. Research Series No. 147.
43p. 1mf. L1 ED 250 161

Mississippi

Primer for Mississippi School Librarians. State Bulletin No. 134A. Re-issued in 1984.
166p. 2mf. L1 ED 249 992

Missouri

Contract Vocational Education: The Missouri Model.
53p. 1mf. L1 ED 250 113

Mnemonics

The Influence of the Knowledge Base on the Development of Mnemonic Strategies.
10p. 1mf. L1 ED 250 352

Mobility Aids

Mobility and Mobility Aids for Visually Handicapped Individuals. Bibliography, No. 84-1.
45p. 1mf. L1 ED 249 716

Modal Auxiliary Verbs

Understanding English Modals through Space Grammar.
26p. 1mf. L1 ED 249 794

Modeling (Psychology)

Word on Final Words.
19p. 1mf. L1 ED 249 467

Models

An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program in a Large Urban School System.
59p. 1mf. L1 ED 249 739

Analysis and Review of Courseware Evaluation Strategies.
30p. 1mf. L1 ED 249 936

Children's Mental Models of Recursive Logo Programs. Technical Report No. 10.
13p. 1mf. L1 ED 249 929

GATE: A Model Project for Implementing a Program for Gifted and Talented Education in Rural Schools.
129p. 2mf. L1 ED 250 117

Inservice for School Administrators: A Status Report.
27p. 1mf. L1 ED 249 639

Literacy Instruction in American Schools: Problems and

94p. 1mf. L1 ED 249 400

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet IV. Office Occupations.
32p. 1mf. L1 ED 249 401

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet II. Office Occupations.
67p. 1mf. L1 ED 249 399

Ohio

Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.
51p. 1mf. L1 ED 250 421

Manual for Encouraging Parent-Community Involvement in Bilingual Education and English as a Second Language Programs.
44p. 1mf. L1 ED 250 420

Ohio (Cleveland)

Hand-in-Hand: A Cooperative Venture in Service Planning, Funding and Delivery.
13p. 1mf. L2 ED 249 437

Oklahoma

Survey of Current Placement Practices and Eligibility Criteria for the Learning Disabled Child in Oklahoma.
64p. 1mf. L1 ED 249 734

Older Adults

Behavioral Approach to Improving Self-Care Skills in OBS Patients.
14p. 1mf. L1 ED 249 447

Demographic and Socioeconomic Aspects of Aging in the United States.
157p. 2mf. L2 ED 249 426

Fear of Crime in the Elderly: A Longitudinal Study.
12p. 1mf. L1 ED 249 457

Social Support and Well-Being in an At-Risk Elderly Population.
19p. 1mf. L1 ED 249 421

Tapping the World of the Older Adult.
16p. 1mf. L1 ED 249 366

To Be Old, Gifted, and Black...Untapped Resources.
17p. 1mf. L1 ED 249 424

Voices of Experience: 1500 Retired People Talk about Retirement.
201p. 3mf. L1 ED 249 844

On the Job Training

The Emergency Veterans' Job Training Act of 1983. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Eighth Congress, Second Session.
190p. 2mf. L1 ED 249 356

On the Level

"On the Level" Final Report on Formative Evaluation. Research Report 77.
91p. 1mf. L1 ED 249 964

82p. 1mf. L1 ED 249 376

Pharmacy Technicians

Health Services: Clinical. Pharmacy Aide. Instructor's Manual. Competency-Based Education.

82p. 1mf. L1 ED 249 376

Philanthropic Foundations

Hispanics: Challenges and Opportunities. A Look at the Demographic, Economic, Social, and Political Situation of Hispanics in the United States Today, and at the Ford Foundation's Initiatives to Address the Needs and Impact of this Growing Population. Working Paper No. 435.

70p. 1mf. L2 ED 250 121

Phoneme Grapheme Correspondence

Learning to Read English as a Second Language: Effects of First Language Script System and Cultural/Educational Background.

19p. 1mf. L1 ED 249 759

Phonics

Accelerating Reading and Comprehension in Poverty-Level Preschoolers Using a Synthetic Phonics Program.

89p. 1mf. L1 ED 250 076

Photographs

Without Bias? How Selected Employee Publications Depict the Roles of Women and Men within the Corporate Structure.

40p. 1mf. L2 ED 249 485

Physical Characteristics

Abused Adolescents: How Schools and Educators Can Help.

17p. 1mf. L1 ED 249 684

Physical Development

Early Adolescence. Skills Essential to Learning Television Project: Working Paper.

19p. 1mf. L1 ED 249 976

Middle Childhood. Skills Essential to Learning Television Project: Working Paper.

23p. 1mf. L1 ED 249 977

Physical Education

Survey of Students' Attitudes towards Physical and Health Education in London Secondary Schools, June 1983. Research Report 83-08.

64p. 1mf. L1 ED 250 273

Physical Environment

Environmental Fact Seeker's Guide for Students & Teachers in Alberta. Revised Edition.

43p. 1mf. L1 ED 250 182

Industry's Task--To Keep Nature in Business.

27p. 1mf. L1 ED 250 147

Physical Health

Education in Healthy Lifestyles: Curriculum Implications. Fastback 216.

48p. 1mf. L1 ED 250 277

Program Administration

Coordinating Assistance in School Improvement Efforts: Issues to Consider.
13p. 1mf. L1 ED 249 658

Establishing Chemical Technology Programs.
23p. 1mf. L1 ED 250 028

Program Attitudes

Student Teacher Attitudes regarding Their Experiences in Student Teaching: A Survey.
21p. 1mf. L1 ED 250 286

What's Happening to CBOs under JTPA and Where Do We Go from Here? Highlights of the NYEC Survey.
22p. 1mf. L1 ED 249 343

Program Budgeting

The Legacy of Rational Budgeting Models in Education and a Proposal for the Future. Project Report No. 83-A21.
75p. 1mf. L1 ED 249 621

Toward Excellence in Education. Governor John Carlin's Commitment to Education in Kansas.
32p. 1mf. L1 ED 249 644

Program Content

Participation and Equity in Australian Schools. The Goal of Full Secondary Education.
44p. 1mf. L1 ED 249 603

Recent Reports on Education: Some Implications for Preparing Teachers.
18p. 1mf. L1 ED 250 303

The Practice Profile: An All Purpose Tool for Program Communication, Staff Development, Evaluation and Improvement.
18p. 1mf. L1 ED 249 657

Program Costs

Open Learning: Resource Allocation and Control. Coombe Lodge Working Paper. Information Bank Number 1610.
13p. 1mf. L1 ED 250 016

Program Descriptions

Reaching Out: The Role of Audio Cassette Communication in Rural Development. Occasional Paper 19.
66p. 1mf. L1 ED 249 943

Roots and Wings, Volumes I and II. Parent-to-Parent Dissemination, Phases I and II.
515p. 6mf. L2 ED 250 064

The Practice Profile: An All Purpose Tool for Program Communication, Staff Development, Evaluation and Improvement.
18p. 1mf. L1 ED 249 657

Trends in Humanities Programming.
74p. 1mf. L1 ED 250 014

Program Design

Designing an Integrated Instructional and Assessment System for Critical Thinking Skills.

Preliminary Report.
43p. 1mf. L1 ED 250 123

Quantitative Tests

Mathematics Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. Texas Assessment of Basic Skills.
58p. 1mf. L1 ED 250 379

Questioning Techniques

The Significance of "Problem-Posing" Teaching in a Democratic Society. College Teaching Monograph.
49p. 1mf. L1 ED 249 907

Questionnaires

Teachers' Perceptions of Their Students, Schools and Community. Research Report.
54p. 1mf. L1 ED 250 340

Vitality without Mobility: The Faculty Opportunities Audit.
44p. 1mf. L1 ED 249 909

Race

Selected Bibliography of Social Science Readings on Women of Color.
33p. 1mf. L2 ED 250 258

Racial Attitudes

From Brown to Grove City College: 1954-1984.
15p. 1mf. L1 ED 250 419

Old and New Ideas about School Desegregation.
10p. 1mf. L1 ED 250 407

The Relationship between Racial Identity Attitudes and Socioeconomic Status.
19p. 1mf. L1 ED 250 423

Racial Composition

Testing Results for Minority Isolated Schools. Evaluation Services Department Report No. 350.
323p. 4mf. L1 ED 250 329

Racial Distribution

Population Redistribution and Migration of Asian Americans, 1970-1980.
19p. 1mf. L1 ED 250 418

Racial Identification

The Relationship between Racial Identity Attitudes and Socioeconomic Status.
19p. 1mf. L1 ED 250 423

Racial Integration

From Brown to Grove City College: 1954-1984.
15p. 1mf. L1 ED 250 419

Racial Relations

Old and New Ideas about School Desegregation.
10p. 1mf. L1 ED 250 407

Report of the Evaluation of the Race/Human Relations Program. Student and Staff Program and Long Range Goals. Baseline Year 1982-83. Evaluation Services Department Report No. 348.

Recreation for the Mentally Retarded: A Handbook for Ward Personnel.
214p. 3mf. L1 ED 249 729

Stability of Residential Facilities for Mentally Retarded People: 1977-1982. Brief #22.
27p. 1mf. L1 ED 249 691

Trends in Residential Services for Mentally Retarded People: 1977-1982. Brief #23.
21p. 1mf. L1 ED 249 692

Resource Access Projects

An Impact Evaluation of the Resource Access Projects, 1981-1982.
352p. 4mf. L1 ED 250 077

An Impact Evaluation of the Resource Access Projects, 1982-1983.
245p. 3mf. L1 ED 250 069

Resource Allocation

Comparing Case Management Systems.
31p. 1mf. L1 ED 249 436

Open Learning: Resource Allocation and Control. Coombe Lodge Working Paper. Information Bank Number 1610.
15p. 1mf. L1 ED 250 016

President Signs Technical Amendments Bill for Chapters 1 and 2.
7p. 1mf. L1 ED 250 404

Resources Allocated to Teacher Education in State Universities and Land-Grant Colleges.
53p. 1mf. L1 ED 250 297

Resource Management

Integrated Regional Resources Management. A Syllabus for an International Training Course Based on the Experience of the Tennessee Valley Authority.
22p. 1mf. L1 ED 250 205

Resource Materials

Calculator Problem Solving. Using Calculators to Teach Mathematics and Problem Solving: A Calculator Resource Manual for Teachers (K-8) and Principals. Second Edition.
p. 31mf. L3 ED 250 150

Caribbeana: A Guide to Reference Sources.
9p. 1mf. L1 ED 250 236

Citizen's Notebook for Effective Schools.
373p. 4mf. L1 ED 249 655

Energy and Economics for the Elementary Grades. Unit I (Grades K-6). Lessons and Activities for the Elementary Grades.
121p. 2mf. L1 ED 250 187

Energy and Economics for the Senior High Grades. Unit III. Lessons and Activities for the Senior High Grades.
170p. 2mf. L1 ED 250 188

The Sound of English: A Bibliography of Language Recordings.
82p. 1mf. L1 ED 249 508

Resource Room Programs

An Evaluative Overview of the Kendale Pilot Resource Program.

Sciences

Guide to Programs. Fiscal Year 1985.
91p. 1mf. L1 ED 250 149

The Science and Engineering Talent Pool. Proceedings of the Joint Meeting of the Scientific Manpower Commission and the Engineering Manpower Commission (Washington, District of Columbia, May 15, 1984).
83p. 1mf. L2 ED 250 204

Scientific and Technical Information

Guide to the Records Relating to Science and Technology in the British Public Record Office: A RAMP Study.
319p. 4mf. L2 ED 250 003

Scientific and Technological Information in Transactional Files in Government Records and Archives: A RAMP Study.
56p. 1mf. L2 ED 249 995

Scientific Literacy

Life Science Instruction and Its Relationship to Scientific Literacy at the Intermediate Level.
29p. 1mf. L1 ED 250 148

Scientific Research

The Earth's Core: How Does It Work? Perspectives in Science. Number 1.
35p. 1mf. L2 ED 250 199

Scientists

The Science and Engineering Talent Pool. Proceedings of the Joint Meeting of the Scientific Manpower Commission and the Engineering Manpower Commission (Washington, District of Columbia, May 15, 1984).
83p. 1mf. L2 ED 250 204

Scoring Formulas

An Introduction to Multilinear Formula Score Theory. Measurement Series 84-4.
66p. 1mf. L1 ED 250 358

Screening Tests

Implementation of a Program for the Prevention of Learning Disabilities.
27p. 1mf. L1 ED 249 703

Out-of-Level Testing with the Stanford Achievement Test (Seventh Edition): A Procedure for Assigning Students to the Correct Battery Level.
45p. 1mf. L1 ED 250 368

Use of Microcomputers for School Hearing Screening and Evaluation Records.
9p. 1mf. L1 ED 249 747

Screens (Displays)

Designing Text for Information Processing. Technical Report 86.
23p. 1mf. L1 ED 249 940

Seafarers

Marine Science Exploration. Practical Arts. Instructor's Manual.

15p. 1mf. L1 ED 249 963

Middle Childhood. Skills Essential to Learning Television Project: Working Paper.
23p. 1mf. L1 ED 249 977

Population Growth and Economic and Social Development.
11p. 1mf. L1 ED 250 234

Research and Clinical Center for Child Development Annual Report, 1982-1983.
84p. 1mf. L1 ED 250 060

Social Relations in Children with Learning Disabilities Revisited: Social Status, Perceived Social Competence, and Conceptions of Friendship.
12p. 1mf. L1 ED 249 683

The Effects of Unitization and Role Behavior on Hearing and Hearing Impaired Observer's Certainty of Their Attributions.
12p. 1mf. L1 ED 249 695

Social Differences

Education for Diversity: The Challenge of Cultural Pluralism. Inaugural Lecture.
28p. 1mf. L1 ED 250 408

Social Discrimination

Curriculum Audit Report, Volume I and Volume II.
387p. 5mf. L1 ED 250 386

Social Distance

Intrapersonal Perceptions of Shyness and Humor as Related to Interpersonal Perceptions of Social Distance and Humorousness.
45p. 1mf. L1 ED 249 459

Social Environment

"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.
17p. 1mf. L2 ED 249 924

Social History

Deafness: Explorations into a Community and Its Culture.
13p. 1mf. L1 ED 249 696

Social Influences

"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.
17p. 1mf. L2 ED 249 924

Adolescent Morality: Social Responsibility versus Alienation. Unit for Child Studies. Selected Papers Number 26.
12p. 1mf. L1 ED 250 094

Adolescent Thinking: Self-Concept, Relationships and Punk. Unit for Child Studies. Selected Papers Number 28.
19p. 1mf. L1 ED 250 096

Social Integration

Hispanics: Challenges and Opportunities. A Look at the Demographic, Economic, Social, and Political Situation of

36p. 1mf. L1 ED 250 043

Statistical Distributions

Bayesian Model for Determining Levels of Student Mastery.
24p. 1mf. L1 ED 250 382

Steiner (Rudolf)

Understanding Children's Drawings: The Path to Manhood. With "Notes on the Study of Man," By Wolfgang Schad.
94p. 1mf. L1 ED 250 061

Stereographs

Images of Women in American Stereographs, 1870-1920.
39p. 1mf. L1 ED 250 221

Stopouts

Restarting Voluntary Leave and Academically Dismissed Students.
11p. 1mf. L1 ED 249 858

Story Grammar

Developmental Stages in Children's Narrative Composition.
18p. 1mf. L1 ED 249 461

Story Reading

The Origins of Fiction.
25p. 1mf. L1 ED 249 506

Story Structure

Children's Sense of Genre: A Study of Performance on Parallel Reading and Writing Tasks.
42p. 1mf. L1 ED 249 474

Story Telling

Selected Bibliography of Books for Storytellers.
13p. 1mf. L1 ED 249 548

Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
33p. 1mf. L1 ED 250 114

The Origins of Fiction.
25p. 1mf. L1 ED 249 506

Strategic Interaction

Beginning French - Interactants' Communication Strategies.
19p. 1mf. L1 ED 249 798

Stress (Biological)

Stress and the Educational Administrator: A Synthesis of Dissertation Research.
32p. 1mf. L1 ED 249 568

Stress Management

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.
48p. 1mf. L1 ED 249 959

Culture Shock: Information Packet for Developing Stress/Culture Shock Programs for Students in Overseas Schools.
25p. 1mf. L1 ED 249 430

The Information Acquisition Style and Decision-Making Mode of High-Level Managers in an Information Rich Environment.
19p. 1mf. L1 ED 249 552

The People Program--Parenting and Stress Education in an

Education of Handicapped Adolescents--Innovative Approaches in the Transition to Adult and Working Life.
144p. 2mf. L1 ED 249 741

Switzerland

Switzerland: A Study of the Educational System of Switzerland and a Guide to the Academic Placement of Students from Switzerland in Educational Institutions of the United States.
145p. 2mf. L2 ED 249 901

Symbolic Learning

The Microcomputer as a Medium for Young Children. Technical Report No. 26.
16p. 1mf. L2 ED 249 923

Symbolic Representation

Do Babies Think? How Do Babies Think? Unit for Child Studies. Selected Papers Number 23.
22p. 1mf. L1 ED 250 091

Syntax

Integration of Information during Language Comprehension: A Developmental Study.
10p. 1mf. L1 ED 249 777

Some Observations on the Syntactic Development of Discourse beyond Childhood.
10p. 1mf. L1 ED 249 776

Synthetic Phonics Approach

Accelerating Reading and Comprehension in Poverty-Level Preschoolers Using a Synthetic Phonics Program.
89p. 1mf. L1 ED 250 076

Systems Approach

Integrated Regional Resources Management. A Syllabus for an International Training Course Based on the Experience of the Tennessee Valley Authority.
22p. 1mf. L1 ED 250 205

Systems Development

Decentralized Computing via Micros.
10p. 1mf. L1 ED 249 942

Processing and Data Distribution within the Research Libraries Information Network.
276p. 3mf. L1 ED 249 993

Tables (Data)

Effects of Preliminary Directions on Table- and Graph-Using Proficiencies of Upper Elementary Schoolers.
60p. 1mf. L1 ED 250 389

Handbook of Mathematical Functions with Formulas, Graphs, and Mathematical Tables. National Bureau of Standards Applied Mathematics Series 55. Tenth Printing.
1076p. 12mf. L1 ED 250 164

Talent

Guidelines for Education of the Gifted.
288p. 3mf. L1 ED 249 718

Language Learning and the Practical Use of Language in School.
31p. 1mf. L2 ED 249 533

Life Science Instruction and Its Relationship to Scientific Literacy at the Intermediate Level.
29p. 1mf. L1 ED 250 148

Making an Internship Program Successful: The Necessary Ingredients.
18p. 1mf. L1 ED 249 542

Memory: As It Relates to Children Ages 9 to 12 Years. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 982

Perspectives on the Social Studies: Report for the Agency for Instructional Television. Research Report 78.
91p. 1mf. L1 ED 249 965

Peter Elbow's "Believing Game": A Focus for a Writing Conference.
13p. 1mf. L1 ED 249 510

Pickles Will Kill You: Use Humor to Teach Critical Reading Abilities.
19p. 1mf. L1 ED 249 478

Process-Oriented Writing Instruction in a Case-Method Class.
16p. 1mf. L1 ED 249 500

Remedial Reading and English Instruction for Junior High and High School Students: A Description of Common Practices in Teaching and Assessment.
80p. 1mf. L1 ED 249 470

Research Bases for Teacher Education.
24p. 1mf. L1 ED 250 287

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use.
181p. 2mf. L1 ED 249 951

Research on the Introduction, Use, and Impact of "ThinkAbout" Instructional Television Series. Volume II. "ThinkAbout": Teacher Use and Student Response in Three Classrooms.
193p. 3mf. L1 ED 249 950

Teacher Effects.
25p. 1mf. L1 ED 249 585

Teaching Critical Thinking Skills in the Public Speaking Course: A Liberal Arts Perspective.
36p. 1mf. L1 ED 249 556

Teaching Mathematics in the Elementary School (A Collection of Essays).
119p. 2mf. L1 ED 250 169

The Child as Critic: Teaching Literature in Elementary and Middle Schools. Second Edition.
p. 68mf. L3 ED 249 527

The Effect of Three Types of Brain-Based Instruction on the Mathematics Achievement and Attitudes of Second Grade Students.
16p. 1mf. L1 ED 250 155

Energy and Transportation Lessons for the Senior High Grades.
144p. 2mf. L1 ED 250 191

Energy and Transportation Lessons for the Elementary Grades.
178p. 2mf. L1 ED 250 189

Rural Transportation in New York State: A Preliminary Report.
28p. 1mf. L1 ED 250 124

Transportation Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
107p. 2mf. L1 ED 249 383

Trap Setting

"Trap Setting" in Didactic Materials.
19p. 1mf. L1 ED 249 810

Trend Analysis

Agriculture in New York State: A Preliminary Report.
41p. 1mf. L1 ED 250 129

College Planning: Strategies for Assessing the Environment. Improving Community College Evaluation and Planning.
73p. 1mf. L1 ED 250 044

Community Facilities, Housing and Community Renewal in New York State: A Preliminary Report.
32p. 1mf. L1 ED 250 127

Elementary, Secondary and Higher Education in Rural New York State: A Preliminary Report.
47p. 1mf. L1 ED 250 131

Environment, Land Use, and Natural Resources in Rural New York: A Preliminary Report.
38p. 1mf. L1 ED 250 126

Gifted Education in the 80's: Pitfalls and Possibilities.
14p. 1mf. L1 ED 249 712

Government and Management in Rural New York State: A Preliminary Report.
50p. 1mf. L1 ED 250 130

Handbook for Conducting Future Studies in Education.
50p. 1mf. L1 ED 249 646

Look at the Future from the College Union and Activities Perspective.
6p. 1mf. L1 ED 249 840

Rural Business, Economic Development, and Employment in New York State: A Preliminary Report.
31p. 1mf. L1 ED 250 125

Rural Health Care in New York State: A Preliminary Report.
39p. 1mf. L1 ED 250 128

Rural Transportation in New York State: A Preliminary Report.
28p. 1mf. L1 ED 250 124

Transition or Transformation? Annual Report of the Executive Director of the Commission on Higher Education, 1983-84.
9p. 1mf. L1 ED 249 839

Trends in Residential Services for Mentally Retarded People: 1977-1982. Brief #23.

Adults

An Analysis of WAIS-R Performance by Sample Stratification Variables Used during Standardization.
24p. 1mf. L1 ED 249 409

Effects on Learning of Relaxation Training with Mentally Retarded Adults.
18p. 1mf. L1 ED 249 412

Personality and Situation in the Prediction of Women's Career-Related Self-Efficacy Expectations and Life Satisfaction.
23p. 1mf. L1 ED 249 429

Advance Organizers

Effects of Preliminary Directions on Table- and Graph-Using Proficiencies of Upper Elementary Schoolers.
60p. 1mf. L1 ED 250 389

Advanced Institutional Development Program

Case Study Evaluations: A Case in Point. An Illustrative Report and Methodological Analysis of Case Study Evaluations.
104p. 2mf. L1 ED 250 354

Advanced Placement Programs

The Mesa Unified School District Advanced Placement Program--Perspectives of Former Students. Research Report 52.
62p. 1mf. L1 ED 250 366

Advertising

History of the Caterpillar Tractor Company's Use of Motion Pictures.
12p. 1mf. L1 ED 249 541

Advisory Committees

Student Affairs Committee.
17p. 1mf. L2 ED 249 861

Advocacy

Issues in Human Rights: A Guide for Parents, Professionals, Policymakers and All Those Who Are Concerned about the Rights of Mentally Retarded and Developmentally Disabled People.
79p. 1mf. L1 ED 249 727

Aesthetic Education

Current Topics in Early Childhood Education. Volume V.
p. 34mf. L3 ED 250 101

Affective Behavior

Affect and Causal Attribution in Marital Conflicts: An Exploratory Study.
54p. 1mf. L1 ED 249 419

Affective Television in the Special Education Environment: The Use of "Inside/Out" with Learning Disabled and Emotionally Handicapped Boys. Research Report 66.
33p. 1mf. L1 ED 249 956

The Nature, Function, and Impact of Inmate Communication Patterns in a Maximum Security Prison.
38p. 1mf. L1 ED 249 544

Affective Measures

38p. 1mf. L1 ED 249 536

Bar Graphs

Bar Graph-Using Operations and Response Time.
31p. 1mf. L1 ED 250 381

Barr (A S)

The Effective Teacher: Educational Testing and Measurement as a Curriculum Concern.
30p. 1mf. L1 ED 250 388

Basic Educational Enrichment Program

The Coast Guard's CAI Approach to Basic Math and Reading Skills.
22p. 1mf. L1 ED 249 365

Basic Skills

Factors Associated with the Academic Performance of Marginal Students in an Urban College Setting.
113p. 2mf. L1 ED 249 838

Investigating the Problem of Skill Generalization: Literature Review I.
59p. 1mf. L1 ED 249 738

Maryland Accountability Testing Program Annual Report. School Year 1981-1982.
143p. 2mf. L1 ED 250 363

Maryland Accountability Testing Program Annual Report. School Year 1982-1983.
141p. 2mf. L1 ED 250 364

New Mexico High School Proficiency Examination (NMHSPE). District Report. 1982-83.
84p. 1mf. L1 ED 250 344

New Mexico High School Proficiency Examination/Diploma Endorsement District Report. 1983.
24p. 1mf. L1 ED 250 322

Student Achievement in California Schools: 1982-83 Annual Report. California Assessment Program.
213p. 3mf. L2 ED 250 376

Testing Results for Minority Isolated Schools. Evaluation Services Department Report No. 350.
323p. 4mf. L1 ED 250 329

The Coast Guard's CAI Approach to Basic Math and Reading Skills.
22p. 1mf. L1 ED 249 365

Basic Vocabulary

Chippy's Computer Numbers.
31p. 1mf. L2 ED 249 493

Bayesian Statistics

Bayesian Model for Determining Levels of Student Mastery.
24p. 1mf. L1 ED 250 382

Improved Estimation Procedures for Item Response Functions. Final Report on Project NR150-464. Research Report 84-2.
23p. 1mf. L1 ED 250 397

Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory.

Caterpillar Tractor Company

History of the Caterpillar Tractor Company's Use of Motion Pictures.
12p. 1mf. L1 ED 249 541

Catheterization (Urinary)

Irving Independent School District, Petitioner v. Henri Tatro, et Ux., Individually and as Next Friend of Amber Tatro, a Minor. On Writ of Certiorari to the United States Court of Appeals for the Fifth Circiut. No. 83-558.
18p. 1mf. L1 ED 249 755

Census Bureau Current Population Survey

Households, Families, Marital Status, and Living Arrangements: March 1984 (Advance Report).
11p. 1mf. L1 ED 250 070

Census Figures

Census Users Manual. Improving Community College Evaluation and Planning.
64p. 1mf. L1 ED 250 045

Households, Families, Marital Status, and Living Arrangements: March 1984 (Advance Report).
11p. 1mf. L1 ED 250 070

Central Arizona College AZ

Opinions of Strategic Constituencies Regarding Community College Activities at Maricopa and Central Arizona College.
8p. 1mf. L1 ED 250 038

Cerebral Dominance

An Effective Strategy to Design Mediated Instruction for Female Adults--Compositional Syntactic Placement.
55p. 1mf. L1 ED 249 369

Hemispheric Specialization and Implications for Education of the Hearing Impaired.
18p. 1mf. L1 ED 249 753

Certification

Competency Based Certification of School Administrators: The Georgia Experience.
22p. 1mf. L1 ED 249 637

Change Facilitator Styles

Three Principal Styles of Facilitating School Improvement.
13p. 1mf. L1 ED 249 582

Change Strategies

Action Goals of the Utah State Board of Education, Commencing in 1984.
14p. 1mf. L1 ED 249 642

Changing Schools to Prevent Delinquency.
47p. 1mf. L1 ED 249 435

Mainstreaming Continuing Professional Education: A Conceptual Approach and an Empirical Study.
79p. 1mf. L1 ED 249 882

OD in North American Schools: A Scandinavian View, with Comments

Selected French Speaking Sub-Saharan African Countries: Burundi, Cameroon (Eastern), Chad, Congo (Brazzaville), Dahomey, Gabon, Ivory Coast, Mali, Mauritania, Niger, Rwanda, Senegal, Togo, Upper Volta, Zaire. A Guide to the Academic Placement of Students from These Countries in Academic Institutions of the United States.
20p. 1mf. L2 ED 249 900

The Admission and Academic Placement of Students from: Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic.
129p. 2mf. L2 ED 249 848

The Admissions Strategist: Recruiting in the 1980s.
74p. 1mf. L2 ED 249 916

The Commonwealth Caribbean: A Study of the Educational System of the Commonwealth Caribbean and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
249p. 3mf. L2 ED 249 886

The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part III).
165p. 2mf. L2 ED 249 846

The Netherlands: A Study of the Educational System of the Netherlands and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
206p. 3mf. L2 ED 249 893

College Applicants

Accessibility to Ontario Universities.
119p. 2mf. L1 ED 249 876

First-Time Student Questionnaire: An Attempt to Identify Those Applicants Most Likely Not to Register.
11p. 1mf. L1 ED 250 020

The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part III).
165p. 2mf. L2 ED 249 846

College Attendance

An Attrition Study of the Off Duty Air Force Education Program at McConnell AFB.
18p. 1mf. L1 ED 249 370

Corporate Tuition Aid Programs: A Directory of College Financial Aid for Employees at America's Largest Corporations.
329p. 4mf. L2 ED 249 911

Enrollment Management: An Integrated Approach.
174p. 2mf. L2 ED 249 906

Restarting Voluntary Leave and Academically Dismissed Students.
11p. 1mf. L1 ED 249 858

College Choice

Accessibility to Ontario Universities.
119p. 2mf L1 ED 249 876

A Comparative Analysis of College Freshmen by Major Field of Study: A Changing Profile.
89p. 1mf. L2 ED 249 824

The Admissions Strategist: Recruiting in the 1980s.

Unearthing Grounds: Some Studies of Metaphor Comprehension.
25p. 1mf. L1 ED 249 817

Computation

Pivotal Skills in Elementary Mathematics Instruction.
52p. 1mf. L1 ED 250 159

TMR and EMR Children's Ability to Learn Counting Skills and Principles.
32p. 1mf. L1 ED 249 681

Computer Assisted Instruction

Children's Mental Models of Recursive Logo Programs. Technical Report No. 10.
13p. 1mf. L1 ED 249 929

Clarifying the "A" in CAI for Learners of Different Abilities. Assessing the Cognitive consequences of Computer Environments for Learning (ACCCEL).
33p. 1mf. L1 ED 250 177

Computer Applications in Reading. Second Edition.
224p. 3mf. L1 ED 249 483

Computers and Girls: Rethinking the Issues. Technical Report No. 24.
22p. 1mf. L2 ED 249 922

Computers for the Preschool: Beyond the Basics.
21p. 1mf. L1 ED 250 057

Computers in Composition: A Bibliography of Research and Practice.
22p. 1mf. L1 ED 249 499

Computers in Schools: The Report of the Minister's Task Force on Computers in Schools and Executive Summary.
164p. 2mf. L1 ED 250 062

Correctional Education: Methods and Practices in the Computer Age.
9p. 1mf. L1 ED 249 362

Guide to Using the Computer in the Writing Process.
58p. 1mf. L1 ED 249 520

Interests in and Barriers to Computer Based Instruction of Psychology in Higher Education.
20p. 1mf. L1 ED 249 941

Logo Programming and the Development of Planning Skills. Technical Report No. 16.
56p. 1mf. L1 ED 249 930

Microcomputer Applications in Education: Now to Next Decade.
8p. 1mf. L1 ED 249 596

Microcomputers--What It Takes to Get Started. Computer Exercises for Foreign Language Teaching or: Getting Your Apple to LISP.
21p. 1mf. L1 ED 249 799

MicroSIFT Courseware Evaluations. Set 11 (223-259), Set 12 (260-293), and a Special Set of 99 LIBRA Reviews of Junior High School Science Software, Including Subject and Title Indexes Covering Sets 1-12 and Special Set L .
329p. 4mf. L1 ED 249 918

Mislabeled, but Not Misidentified. Final Progress Report,

Computer Literacy and Use among Elementary Classroom Teachers.
33p. 1mf. L1 ED 249 938

MicroSIFT Courseware Evaluations. Set 11 (223-259), Set 12 (260-293), and a Special Set of 99 LIBRA Reviews of Junior High School Science Software, Including Subject and Title Indexes Covering Sets 1-12 and Special Set L .
329p. 4mf. L1 ED 249 918

Research Report on the Japanese School System, Computer-Aided Instruction in Japan and the Japanese Home Computer Market.
104p. 2mf. L1 ED 249 645

Selecting Computer Software for Limited English Speakers.
7p. 1mf. L1 ED 250 412

Software Quality and Copyright: Issues in Computer-Assisted Instruction.
155p. 2mf. L2 ED 249 934

Solutions Unlimited: Evaluation of Prototype Units 1 and 3. Research Report 89.
43p. 1mf. L1 ED 249 972

Courseware Evaluation

Analysis and Review of Courseware Evaluation Strategies.
30p. 1mf. L1 ED 249 936

Courseware Reviews

MicroSIFT Courseware Evaluations. Set 11 (223-259), Set 12 (260-293), and a Special Set of 99 LIBRA Reviews of Junior High School Science Software, Including Subject and Title Indexes Covering Sets 1-12 and Special Set L .
329p. 4mf. L1 ED 249 918

Court Litigation

Design for Life. Abortion. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
34p. 1mf. L2 ED 250 264

Do You Believe? Religious Rights in the Public Schools. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
36p. 1mf. L2 ED 250 268

Finders Keepers: Property Rights of a Finder. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 266

Gateway: Deportation. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
45p. 1mf. L2 ED 250 269

Irving Independent School District, Petitioner v. Henri Tatro, et Ux., Individually and as Next Friend of Amber Tatro, a Minor. On Writ of Certiorari to the United States Court of Appeals for the Fifth Circiut. No. 83-558.
18p. 1mf. L1 ED 249 755

Issues in Human Rights: A Guide for Parents, Professionals, Policymakers and All Those Who Are Concerned about the Rights of Mentally Retarded and Developmentally Disabled People.

24p. 1mf. L1 ED 249 689

Issues in Human Rights: A Guide for Parents, Professionals, Policymakers and All Those Who Are Concerned about the Rights of Mentally Retarded and Developmentally Disabled People.

79p. 1mf. L1 ED 249 727

Preventing the Institutionalization of Developmentally Disabled Persons.

14p. 1mf. L1 ED 249 687

Developmental Patterns

Adolescent Thinking: Self-Concept, Relationships and Punk. Unit for Child Studies. Selected Papers Number 28.

19p. 1mf. L1 ED 250 096

Developmental Psychology

Applied Developmental Psychology: What Is Its Relationship to School Psychology?

8p. 1mf. L1 ED 249 441

Developmental Psychology and the Third World--Some Preliminary Considerations

9p. 1mf. L1 ED 250 237

Developmental Stages

Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum.

29p. 1mf. L1 ED 250 163

Developmental Stages in Children's Narrative Composition.

18p. 1mf. L1 ED 249 461

Developmental Trends in the Use of Cues for Establishing the Identity of Referents in Written Discourse.

32p. 1mf. L1 ED 249 479

Do Babies Think? How Do Babies Think? Unit for Child Studies. Selected Papers Number 23.

22p. 1mf. L1 ED 250 091

Reading - French, Second Language. Introductory to Senior Levels. Youth Education: Teaching GUide No. 42.

38p. 1mf. L1 ED 249 804

Stages in the Development of Children's Drawing.

13p. 1mf. L2 ED 250 402

Study in the Development of Discourse Competence: David: A Six-Year-Old Discovers Authorship.

77p. 1mf. L1 ED 249 521

The Child in the Divorcing Family. Unit for Child Studies. Selected Papers Number 22.

16p. 1mf. L1 ED 250 090

Writing Stages: A Developmental Hierarchy.

12p. 1mf. L1 ED 249 496

Dewey (John)

Perspective on Effective Schools.

10p. 1mf. L1 ED 249 577

Diagnostic Statistical Manual of Mental Dis

Validity of DSM-III Alcoholism Diagnoses: Inadequacy of the

25p. 1mf. L1 ED 250 393

Equality of Educational Programs within a School District: Three Criteria of Equality--Access, Participation, and Outcomes--Applied.
11p. 1mf. L1 ED 249 633

Juxtapositioning of Major Recommendations in Recent Reform Efforts in American Education.
31p. 1mf. L1 ED 249 653

PROTEACH: An Extended Preservice Teacher Preparation Program.
11p. 1mf. L1 ED 250 317

Reform and Development of Tertiary Education in Europe. Recommendations.
104p. 2mf. L1 ED 249 831

School Mathematics: Options for the 1990s. Chairman's Report of a Conference (Madison, Wisconsin, December 5-8, 1983). Volume 1.
43p. 1mf. L1 ED 250 195

School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .
194p. 3mf. L1 ED 250 196

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume I.
64p. 1mf. L1 ED 250 305

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume II.
94p. 1mf. L1 ED 250 306

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (San Francisco, California, October 22-23, 1984).
142p. 2mf. L1 ED 250 312

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume III.
77p. 1mf. L1 ED 250 307

The Compleat University: Break from Tradition in Germany, Sweden and the U.S.A.
p. 32mf. L3 ED 249 821

The Modern Idea of the University.
p. 85mf. L3 ED 249 883

Toward Excellence in Education. Governor John Carlin's Commitment to Education in Kansas.
32p. 1mf. L1 ED 249 644

U.S. Aid to Education in Paraguay: The Rural Education Development Project. A.I.D. Project Impact Evaluation Report No. 46.
116p. 2mf. L1 ED 250 138

Educational Cooperation

All That Glitters: Public School/Private Sector Interaction in Twenty-Three U.S. Cities.

12p. 1mf. L1 ED 249 496

Educational Trends
Changes Real and Imagined: A Historical Examination of Secondary School Literature Teaching and Texts.
25p. 1mf. L1 ED 249 538
College Planning: Strategies for Assessing the Environment. Improving Community College Evaluation and Planning.
73p. 1mf. L1 ED 250 044
Handbook for Conducting Future Studies in Education.
50p. 1mf. L1 ED 249 646
High School for the 21st Century.
11p. 1mf. L1 ED 249 613
Integrated Science Education Worldwide. International Conference (Nijmegen, Netherlands, March 28-April 7, 1978).
129p. 2mf. L1 ED 250 181
Results of the Survey of Community Colleges on the Teaching of Writing. Illinois Community College Board Report to the Illinois Board of Higher Education.
12p. 1mf. L1 ED 250 051
Student Characteristics as Compared to the Community Profile, Fall, 1983. Volume XIII, No. 2.
34p. 1mf. L1 ED 250 033

Educational Vouchers
Education Vouchers. Fastback 210.
44p. 1mf. L1 ED 249 629

Educationally Disadvantaged
The Peninsula Academies. Third Yearly Interim Report.
73p. 1mf. L1 ED 249 358

Effective Practice Identification
Identifying Effective Practices and Programs: A Guide Book.
94p. 1mf. L1 ED 249 615

Elections
Political Debate Formats: A State-of-the-Art Review.
47p. 1mf. L1 ED 249 555
Voter Information and Education Programs 2: Voter Education Programs in the Schools.
74p. 1mf. L1 ED 250 252

Electricity
Construction Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
102p. 2mf. L1 ED 249 386
Industrial Communications Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
76p. 1mf. L1 ED 249 389

Electroencephalography
Verbal Deficit in Learning Disabilities: Electrophysiological Evidence for Visuospatial Processing Predominance.
16p. 1mf. L1 ED 249 682

Electronics

Achievement Tests.
30p. 1mf. L1 ED 250 391

Equipment

Planning, Equipping and Staffing a Document Reprographic Service: A RAMP Study with Guidelines.
92p. 1mf. L2 ED 250 005

Equipment Evaluation

Interactive Radio in the Classroom: Ten Years of Proven Success.
22p. 1mf. L1 ED 249 791

Equipment Maintenance

Choosing Equipment and Setting Policies in Radio and Television Labs.
9p. 1mf. L1 ED 249 560

Equipment Utilization

Health Services: Clinical. Respiratory Therapy Aide. Instructor's Manual. Competency-Based Education.
123p. 2mf. L1 ED 249 379

Tractor & Machinery Safety. 1984 Revision.
112p. 2mf. L1 ED 249 350

Equivalency Tests

What Should the GED Tests Measure?: Some Proposed Changes.
66p. 1mf. L1 ED 249 367

ERIC

National Education Practice File. Final Report. Evaluation Report.
430p. 5mf. L1 ED 250 015

ERIC Clearinghouse on Elementary Early Chil

Literature Sources in Elementary and Early Childhood Education.
287p. 3mf. L1 ED 250 066

Error Patterns

What Students in the Intermediate Grades Don't Know about Fractions and What To Do about it.
7p. 1mf. L1 ED 250 158

Which Is MINE/mine? Acquisition of Possessives in ASL and English.
9p. 1mf. L1 ED 249 784

Essay Tests

The Assessment of Writing Ability: A Review of Research.
53p. 1mf. L1 ED 250 332

Establishment Clause

Church-State Separation: Recent Trends and Developments.
35p. 1mf. L1 ED 250 417

Estate Planning

Estate Planning for Parents of a Learning Disabled Child.
29p. 1mf. L1 ED 249 704

Estimation (Mathematics)

Improved Estimation Procedures for Item Response Functions. Final Report on Project NR150-464. Research Report 84-2.
23p. 1mf. L1 ED 250 397

Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory.

French--Core Program. Introductory Level Guidelines. Youth Education: Teaching Guide No. 2.
60p. 1mf. L1 ED 249 800

Flexistudy

Open Learning: Resource Allocation and Control. Coombe Lodge Working Paper. Information Bank Number 1610.
15p. 1mf. L1 ED 250 016

Florida

Inventory of International Education Activities at Southeast Florida Colleges and Universities.
86p. 1mf. L1 ED 249 827

Utilizing the IEP: Florida's Answer to the Exclusion of Behaviorally Disordered Students.
23p. 1mf. L1 ED 249 669

Florida Key Scale

The Florida KEY: An Instrument to Infer Student Self-Concept as Learner in Grades One through Six. Manual.
26p. 1mf. L1 ED 250 396

Folk Culture

Popular Theatre and Participatory Research. Bosele Tshwaraganang Publications No. 12.
31p. 1mf. L1 ED 250 223

Followup Studies

Measuring Community College Learner Outcomes: State-of-the-Art. Improving Community College Evaluation and Planning: Project Working Paper Number Ten.
91p. 1mf. L1 ED 250 041

Food

Food First Curriculum: An Integrated Curriculum for Grade 6.
156p. 2mf. L1 ED 250 242

Food Service

Health Services: Clinical. Dietary Aide. Instructor's Manual. Competency-Based Education.
101p. 2mf. L1 ED 249 377

Home Economics Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
539p. 6mf. L1 ED 249 391

Foods Instruction

Homemaker Reaction to EFNEP/Food Stamp Pilot Nutrition Education Project. A 1983 Pennsylvania and Massachusetts Survey. Extension Studies 92.
42p. 1mf. L1 ED 249 363

Force Field Analysis

Decision Making in Educational Settings. Fastback 211.
37p. 1mf. L1 ED 249 630

Forced Choice Technique

Decision Making in Educational Settings. Fastback 211.
37p. 1mf. L1 ED 249 630

Ford Foundation

Project. With Teacher's Commentary and Answers.
292p. 4mf. L2 ED 250 213

Great Britain

Education for Diversity: The Challenge of Cultural Pluralism. Inaugural Lecture.
28p. 1mf. L1 ED 250 408

Open Learning: Resource Allocation and Control. Coombe Lodge Working Paper. Information Bank Number 1610.
15p. 1mf. L1 ED 250 016

Science in Schools, Age 11: Report No. 2. Assessment of Performance Unit.
p. 61mf. L3 ED 250 185

Greece

Greece: A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 888

Grief

Understanding Funeralization and Post-Funeralization Rituals: The Facilitation of Grief Work.
11p. 1mf. L1 ED 249 432

Group Activities

Introducing Computer Education into an Early Elementary Curriculum.
87p. 1mf. L1 ED 250 059

Group Behavior

Role Transitions in Small Groups.
18p. 1mf. L1 ED 249 439

Group Dynamics

Managing Controversial Meetings.
10p. 1mf. L1 ED 249 665

Model for Teaching Group Dynamics to Occupational Therapy Students.
38p. 1mf. L1 ED 249 836

Group Experience

School Context, New Contexts and School Change.
14p. 1mf. L1 ED 250 372

Group Instruction

Comparison between Paced Package and Home Study Courses with Respect to Completion Data. REDEAL Research Report #11. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.
13p. 1mf. L1 ED 249 347

Group Membership

Group Membership: An Integrative Approach to Teaching Small Group Knowledge and Practice Skill.
21p. 1mf. L1 ED 249 416

Role Transitions in Small Groups.
18p. 1mf. L1 ED 249 439

33p. 1mf. L2 ED 249 925

Information Requirements of University Faculty. An Investigation into the Information Needs, Habits, and Attitudes of the Faculty of George Peabody College for Teachers of Vanderbilt University.
186p. 2mf. L1 ED 249 987

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.
23p. 1mf. L1 ED 249 948

Summary of the "ThinkAbout" Cluster Evaluation: Collection Information.
25p. 1mf. L1 ED 249 947

Information Services

The Growth of the Information Sector in Texas.
26p. 1mf. L1 ED 250 002

Information Sources

Environmental Fact Seeker's Guide for Students & Teachers in Alberta. Revised Edition.
43p. 1mf. L1 ED 250 182

Haitian Component Bibliography. Migrant Heritage Studies Kit.
101p. 2mf. L1 ED 250 120

Literature Sources in Elementary and Early Childhood Education.
287p. 3mf. L1 ED 250 066

Teaching English as a Foreign Language to the Visually Handicapped.
10p. 1mf. L1 ED 249 808

Information Systems

Computerized Information Management in Long-Term Care: A Case Study. Technical Report No. 303.
29p. 1mf. L1 ED 249 442

Guidelines for the Development of Computerized Student Information Systems.
35p. 1mf. L2 ED 250 021

Information System Support. Improving Community College Evaluation and Planning: Project Working Paper Number Eight.
27p. 1mf. L1 ED 250 040

Michigan Occupational Information System (MOIS) Application Training 1985.
95p. 1mf. L1 ED 249 359

Information Utilization

Defining Fidelity: A Cross-Study Analysis.
16p. 1mf. L1 ED 249 659

Emulation and Replication as a Scenario for Successful School Improvement.
13p. 1mf. L1 ED 249 660

Michigan Occupational Information System (MOIS) Application Training 1985.
95p. 1mf. L1 ED 249 359

Rassling with the Bear: The Once and Future Character of Local Curriculum Development.

29p. 1mf. L2 ED 249 892

Journal Writing

Guide to Journal Writing.
59p. 1mf. L1 ED 249 519

Journalism Education

Choosing Equipment and Setting Policies in Radio and Television Labs.
9p. 1mf. L1 ED 249 560

Junior High School Students

Early Adolescence. Skills Essential to Learning Television Project: Working Paper.
19p. 1mf. L1 ED 249 976

Junior High Schools

Consequences of the Transition into Junior High School on Social Comparison of Abilities and Achievement Motivation.
41p. 1mf. L1 ED 250 333

In the Middle: Perspectives on Transescence and Middle School Education.
50p. 1mf. L1 ED 250 078

Justice

Curriculum Audit Report, Volume I and Volume II.
387p. 5mf. L1 ED 250 386

Kansas

Toward Excellence in Education. Governor John Carlin's Commitment to Education in Kansas.
32p. 1mf. L1 ED 249 644

Kansas TELENET

Traditional and Nontraditional Educational Elements Using Telecommunications.
15p. 1mf. L1 ED 249 361

Kenya

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.
102p. 2mf. L2 ED 249 464

Kindergarten Children

Early Identification System: Four-Year Followup of the Kindergarten Class of 1978-79. Research Report 84-01.
13p. 1mf. L1 ED 250 086

Kinneavy (James)

The Rhetoric of the Resume.
10p. 1mf. L1 ED 249 537

Knowledge Level

Cognitive Factors in Substance Abuse: The Case for Early Learning.
12p. 1mf. L1 ED 249 445

Relationships among Writing Ability, Grade Level, Writing Apprehension and Knowledge of Composing as a Process in Secondary School Students.
28p. 1mf. L1 ED 249 523

Responding to Disability: A Question of Attitude.

Leisure as a Campus Developmental Resource: Two Perspectives on the Future.
19p. 1mf. L1 ED 249 434

Leisure Effects on the Family & Family Effects on Leisure Services. Proceedings of the AALR/AAHPERD Pre-convention Symposium (Anaheim, California, March 29, 1984).
26p. 1mf. L1 ED 250 281

Leisure Time

Leisure as a Campus Developmental Resource: Two Perspectives on the Future.
19p. 1mf. L1 ED 249 434

Leisure Effects on the Family & Family Effects on Leisure Services. Proceedings of the AALR/AAHPERD Pre-convention Symposium (Anaheim, California, March 29, 1984).
26p. 1mf. L1 ED 250 281

Leniency Response Bias

The Effects of Rating Purpose and Anonymity on Self Ratings.
10p. 1mf. L1 ED 250 394

Lesbianism

Annotated Filmography of Selected Films with Lesbian/Gay Content.
32p. 1mf. L2 ED 250 230

Letters (Alphabet)

The Teaching of Spelling.
34p. 1mf. L2 ED 249 489

Liberal Arts

Teacher Education: An All-University Responsibility.
23p. 1mf. L1 ED 250 311

The Modern Idea of the University.
p. 85mf. L3 ED 249 883

Librarians

Management by Objective and Its Formal Performance Appraisal: A Versatile Tool of Management.
17p. 1mf. L1 ED 250 008

The Faculty Liaison as Research Coordinator: A Growing Need for the Academic Community.
10p. 1mf. L1 ED 250 010

Library Acquisition

Collection Development Procedures Manual.
30p. 1mf. L1 ED 250 009

Duke University: William R. Perkins Library Collection Analysis Project. Final Report.
106p. 2mf. L2 ED 250 001

Library Administration

Primer for Mississippi School Librarians. State Bulletin No. 134A. Re-issued in 1984.
166p. 2mf. L1 ED 249 992

Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-Based Performance Evaluation Process with Accompanying Supervisor's Manual.

Schools in Somalia. African Studies in Curriculum Development & Evaluation.

34p. 1mf. L1 ED 250 167

School Mathematics: Options for the 1990s. Chairman's Report of a Conference (Madison, Wisconsin, December 5-8, 1983). Volume 1.

43p. 1mf. L1 ED 250 195

School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .

194p. 3mf. L1 ED 250 196

Secondary General Mathematics: Attitudinal and Demographic Characteristics of Teachers and Students. Research Report 80.

122p. 2mf. L1 ED 249 967

Teacher Participation in Mathematics Curriculum Development and Implementation in Three Northern States of Nigeria.

387p. 5mf. L1 ED 250 151

The PLATO Mathematics Curriculum: An Annotated Bibliography for Use with Mildly Handicapped Students.

19p. 1mf. L1 ED 249 736

The Shape of Learning Opportunity in School Arithmetic and General Mathematics.

42p. 1mf. L1 ED 250 160

Mathematics Education

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.

22p. 1mf. L1 ED 250 197

Improving Female Mathematics Achievement.

44p. 1mf. L1 ED 250 198

Logo Activities in Elementary Geometry.

50p. 1mf. L1 ED 250 174

Math/Science Self-Schemas and Curriculum Choices among University Women.

22p. 1mf. L1 ED 250 194

Proceedings of the International Conference for the Psychology of Mathematics Education (4th, Berkeley, California, August 16-17, 1980).

436p. 5mf. L1 ED 250 186

Recapturing the Lead in Math and Science. Focus 14.

29p. 1mf. L1 ED 250 146

School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .

194p. 3mf. L1 ED 250 196

School Mathematics: Options for the 1990s. Chairman's Report of a Conference (Madison, Wisconsin, December 5-8, 1983). Volume 1.

43p. 1mf. L1 ED 250 195

Teacher Participation in Mathematics Curriculum Development and Implementation in Three Northern States of Nigeria.

387p. 5mf. L1 ED 250 151

Mathematics Education Research

An Assessment of Elementary School Students' Development and

Perspectives.
54p. 1mf. L1 ED 249 475

Memory: As It Relates to Children Ages 9 to 12 Years. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 982

Perspectives on the Social Studies: Report for the Agency for Instructional Television. Research Report 78.
91p. 1mf. L1 ED 249 965

Preparing Educational Administrators for the Year 2000 and Beyond.
9p. 1mf. L1 ED 249 618

School Based Management.
19p. 1mf. L1 ED 249 641

Structured Interviews on Children's Conceptions of Computers. Technical Report No. 19.
41p. 1mf. L1 ED 249 932

The Legacy of Rational Budgeting Models in Education and a Proposal for the Future. Project Report No. 83-A21.
75p. 1mf. L1 ED 249 621

Writing Stages: A Developmental Hierarchy.
12p. 1mf. L1 ED 249 496

Moderate Mental Retardation

TMR and EMR Children's Ability to Learn Counting Skills and Principles.
32p. 1mf. L1 ED 249 681

Modernization

Configuration of Education and Culture: An African Experience.
760p. 8mf. L1 ED 250 239

Money Management

Estate Planning for Parents of a Learning Disabled Child.
29p. 1mf. L1 ED 249 704

Graduate Financial Planning and Debt Management Brochure.
33p. 1mf. L1 ED 249 913

Institutional Financial Planning and Debt Management Manual.
55p. 1mf. L1 ED 249 910

Law School Financial Planning and Debt Management Brochure.
30p. 1mf. L1 ED 249 914

School District Cash Management. Program Audit.
43p. 1mf. L1 ED 249 652

The Creative Cost Management Strategies of Two School Districts.
54p. 1mf. L1 ED 249 663

Undergraduate Financial Planning and Debt Management Brochure.
36p. 1mf. L1 ED 249 912

Montgomery County Public Schools MD

Analysis of the Impact of the Seven-Period Day. Revised.
11p. 1mf. L1 ED 249 602

Moral Development

Adolescent Morality: Social Responsibility versus Alienation. Unit for Child Studies. Selected Papers Number 26.
12p. 1mf. L1 ED 250 094

"On the Level". Formative Evaluation: Alone vs. Lonely. Research Report 74.
47p. 1mf. L1 ED 249 961

"On the Level". Formative Evaluation: Career Aspirations. Research Report 75.
49p. 1mf. L1 ED 249 962

"On the Level". Formative Evaluation: Changing Family Relationships. Research Report 73.
39p. 1mf. L1 ED 249 960

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.
48p. 1mf. L1 ED 249 959

"On the Level". Formative Evaluation: Conflict/Feelings/Self-Concept. Research Report 71.
77p. 1mf. L1 ED 249 958

Formative Evaluation: Friendship/Peers/Prejudice/Thinking. Research Report 76.
15p. 1mf. L1 ED 249 963

Online Catalogs

Public Services in Research Libraries. Preliminary Reports from the Public Services Research Projects: University of Arizona, Cornell University, University of Illinois, Michigan State University, New York University, Pennsylvania State University, and Texas A & M University.
73p. 1mf. L2 ED 249 991

Online Search Skills

The Faculty Liaison as Research Coordinator: A Growing Need for the Academic Community.
10p. 1mf. L1 ED 250 010

Online Systems

Anforderungskatalog fur Einen Graphikfahigen Mikrocomputer fur Online-Recherchen. Report UBTUW-84-007 (Requirements for a Microcomputer with Graphic Capabilities for Online Searching).
28p. 1mf. L1 ED 249 999

National Education Practice File. Final Report. Evaluation Report.
430p. 5mf. L1 ED 250 015

Public Services in Research Libraries. Preliminary Reports from the Public Services Research Projects: University of Arizona, Cornell University, University of Illinois, Michigan State University, New York University, Pennsylvania State University, and Texas A & M University.
73p. 1mf. L2 ED 249 991

Ontario

Accessibility to Ontario Universities.
119p. 2mf. L1 ED 249 876

Ontario (North York)

Parents in Special Needs Schools: Perceptions of Their School & Community. Research Report.
21p. 1mf. L1 ED 250 339

Physical Sciences

Physical Science in General Education Curriculum Reform.
14p. 1mf. L1 ED 250 171

Physician Patient Relationship

Dentist-Patient Communication. A Report to the General Dental Council.
277p. 3mf. L1 ED 249 763

Evaluating the Communicative Proficiency of Overseas Dentists. Annex to General Dental Council Report.
87p. 1mf. L1 ED 249 764

Physiology

United Kingdom: Medical Laboratory Science, Occupational Therapy, Physiotherapy. A Study of These Programs and a Guide to the Academic Placement of Students from These Programs in Educational Institutions of the United States.
195p. 3mf. L2 ED 249 903

Piagetian Stages

Achievement in Foundations Courses Related to Cognitive Level or Major?
16p. 1mf. L1 ED 250 271

Piagetian Theory

Introducing Computer Education into an Early Elementary Curriculum.
87p. 1mf. L1 ED 250 059

State of the Art in Early Childhood Music and Research.
25p. 1mf. L1 ED 250 068

Writing Stages: A Developmental Hierarchy.
12p. 1mf. L1 ED 249 496

Placement

Preventing the Institutionalization of Developmentally Disabled Persons.
14p. 1mf. L1 ED 249 687

Planning

Children's Planning Processes in a Chore-Scheduling Task. Technical Report No. 11.
44p. 1mf. L2 ED 249 920

Curriculum Evaluation and Change in Reading: Soaring to New Horizons.
15p. 1mf. L2 ED 249 480

Entrepreneurial Training for Refugees: A Training Guide.
63p. 1mf. L1 ED 250 424

Logo Programming and the Development of Planning Skills. Technical Report No. 16.
56p. 1mf. L1 ED 249 930

Planning, Equipping and Staffing a Document Reprographic Service: A RAMP Study with Guidelines.
92p. 1mf. L2 ED 250 005

Teaching Independent Reflective Processes in Writing: A Follow-Up Study.

22p. 1mf. L1 ED 249 589

FLES Program for Grades 1-3: A Non-Intensive, Non-Foreign Approach.

111p. 2mf. L1 ED 249 774

Post Certification Development of Teachers and Administrators.

27p. 1mf. L1 ED 250 291

Re-Employment Training: Evaluation of the Oakland University RECAP/JETS Program.

136p. 2mf. L1 ED 249 413

Program Development

Bridging the Gap between the Natural and the Built Environments with Nature Center Programs.

8p. 1mf. L1 ED 250 153

Communication Planning for Effective Nutrition Programs.

36p. 1mf. L1 ED 249 937

Computer Aided Implementation of Precision Teaching.

27p. 1mf. L1 ED 249 676

Curriculum Evaluation and Change in Reading: Soaring to New Horizons.

15p. 1mf. L2 ED 249 480

Decentralized Computing via Micros.

10p. 1mf. L1 ED 249 942

Guidelines for Education of the Gifted.

288p. 3mf. L1 ED 249 718

Guidelines for the Development of Computerized Student Information Systems.

35p. 1mf. L2 ED 250 021

Keeping Families Together: Providing Respite and Other Short-Term Care for People with Disabilites.

96p. 1mf. L1 ED 249 710

Long-Term Activities for Minority Institutions in Science and Technology Lake Arrowhead Conference (June 4-8, 1984).

172p. 2mf. L1 ED 250 180

Mainstreaming Continuing Professional Education: A Conceptual Approach and an Empirical Study.

79p. 1mf. L1 ED 249 882

Manual for a Summer Reading Program

75p. 1mf. L1 ED 249 997

Manual for Encouraging Parent-Community Involvement in Bilingual Education and English as a Second Language Programs.

44p. 1mf. L1 ED 250 420

Participation and Equity in Australian Schools. The Goal of Full Secondary Education.

44p. 1mf. L1 ED 249 603

Pasco/Pinellas Multiagency Network for Severely Emotionally Disturbed Students. Report to the State of Florida SED Advisory Board.

132p. 2mf. L1 ED 249 672

Preschool for Developmentally Advanced (Gifted) Children.

502p. 6mf. L1 ED 250 326

Racial Segregation

South Africa/Time Running Out.

65p. 1mf. L2 ED 250 247

Radio

An Empirical Investigation of Media Program Preferences and Tastes.

21p. 1mf. L1 ED 249 543

Choosing Equipment and Setting Policies in Radio and Television Labs.

9p. 1mf. L1 ED 249 560

Radiologic Te

Health Services: Clinical. Radiographic Aide. Instructor's Manual. Competency-Based Education.

70p. 1mf. L1 ED 249 380

Rasch Model

Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.

69p. 1mf. L1 ED 250 342

Rating Scales

The Development of Guidelines for Feedback on Professional Behavior in Level I Field Work Performance.

40p. 1mf. L1 ED 249 837

Using Proficiency Rating Scales with High School Foreign Language Learners.

18p. 1mf. L1 ED 249 767

Reactance (Psychology)

Differential Effectiveness of Theoretical Accounts for Paradox.

8p. 1mf. L1 ED 249 427

Reaction Time

Bar Graph-Using Operations and Response Time.

31p. 1mf. L1 ED 250 381

Readability

Designing Text for Information Processing. Technical Report 86.

23p. 1mf. L1 ED 249 940

Readability and Reading Ability: Implications for the Classroom.

19p. 1mf. L1 ED 249 472

Readability Formulas

Readability and Reading Ability: Implications for the Classroom.

19p. 1mf. L1 ED 249 472

Reader Text Relationship

Children's Sense of Genre: A Study of Performance on Parallel Reading and Writing Tasks.

42p. 1mf. L1 ED 249 474

Developmental Trends in the Use of Cues for Establishing the Identity of Referents in Written Discourse.

32p. 1mf. L1 ED 249 479

Parallels between New Paradigms in Science and in Reading and

33p. 1mf. L1 ED 249 731

Resource Staff
Why Teachers Implement: An Examination of Selected Variables.
28p. 1mf. L1 ED 249 622

Resources in Education
Resources in Education (RIE). Volume 20, Number 3.
p. mf. L2 ED 249 342

Respi
Health Services: Clinical. Respiratory Therapy Aide. Instructor's Manual. Competency-Based Education.
123p. 2mf. L1 ED 249 379

Respiratory Therapy
Traditional and Nontraditional Educational Elements Using Telecommunications.
15p. 1mf. L1 ED 249 361

Respite Care
Keeping Families Together: Providing Respite and Other Short-Term Care for People with Disabilites.
96p. 1mf. L1 ED 249 710

Responses
General Model for the Homogeneous Case of the Continuous Response.
205p. 3mf. L1 ED 250 350

Responsibility
Causal Chains: Intervening Causation and Attribution of Responsibility.
35p. 1mf. L1 ED 249 420

Resumes
The Rhetoric of the Resume.
10p. 1mf. L1 ED 249 537

Retailing
Retailing. Instructor's Guide Sheets and Instructor's Package, Modules R 1-45. Competency-Based Education.
853p. 9mf. L1 ED 249 374

Retesting
Analysis of Score Change Patterns of Examinees Repeating the Graduate Record Examinations General Test.
49p. 1mf. L1 ED 250 331

Retirement
Voices of Experience: 1500 Retired People Talk about Retirement.
201p. 3mf. L1 ED 249 844

Retirement Benefits
Study of the Image of TIAA-CREF among Active Members.
65p. 1mf. L1 ED 249 877

Retraining
Re-Employment Training: Evaluation of the Oakland University RECAP/JETS Program.
136p. 2mf. L1 ED 249 413

Retrenchment
Decision Making in an Era of Fiscal Instability. Fastback 212.

Competency-Based Education.
52p. 1mf. L1 ED 249 384

Transportation Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
107p. 2mf. L1 ED 249 383

Search Strategies

Subject Access in the Small Library.
13p. 1mf. L1 ED 249 996

Second Citizenship Social Studies Assess (1

Citizenship and Social Studies. Released Exercises from the 1975-76 Assessment.
667p. 7mf. L1 ED 250 385

Second Language Instruction

Effective Instructional Practices in Bilingual Education.
44p. 1mf. L1 ED 249 768

French--Communications. Guidelines for the Teacher. Education Office Bulletin No. 19: 1976-77.
35p. 1mf. L1 ED 249 803

French--Core Program. Intermediate Level. Youth Education: Teaching Guide No. 21.
52p. 1mf. L1 ED 249 802

French--Core Program. Introductory Level Guidelines. Youth Education: Teaching Guide No. 2.
60p. 1mf. L1 ED 249 800

French--Core Program. Senior Level. Youth Education: Teaching Guide No. 22.
43p. 1mf. L1 ED 249 801

Learning How to Learn. Preschool Curriculum.
124p. 2mf. L1 ED 250 111

Metropolitan French: Familiarization & Short-Term Training.
600p. 7mf. L1 ED 249 775

Microcomputers--What It Takes to Get Started. Computer Exercises for Foreign Language Teaching or: Getting Your Apple to LISP.
21p. 1mf. L1 ED 249 799

Native Indian Language Education to the Victoria--Saanich Region: An Evaluation Report.
192p. 2mf. L1 ED 250 341

Negotiation, Strategies, and Whose Fault Was It Anyway?
10p. 1mf. L1 ED 249 809

Oral Testing.
18p. 1mf. L1 ED 249 812

Reading - French, Second Language. Introductory to Senior Levels. Youth Education: Teaching GUide No. 42.
38p. 1mf. L1 ED 249 804

Retrospective Evaluation of Testing in ESL Content and Skills Courses.
22p. 1mf. L1 ED 249 815

Teaching English as a Foreign Language to the Visually Handicapped.

Hispanics in the United States Today, and at the Ford Foundation's Initiatives to Address the Needs and Impact of this Growing Population. Working Paper No. 435.
70p. 1mf. L2 ED 250 121

The Future of Desegregation and Urban Education.
13p. 1mf. L1 ED 250 406

Social Interaction

Mother-Toddler Interaction and Maternal Perception of Child Temperament in Two Ethnic Groups: Chinese-American and European-American.
36p. 1mf. L1 ED 250 084

Social Order

Gender and the Social Order in Early Modern England.
18p. 1mf. L1 ED 250 218

Social Problems

Children, Youth, and Families of the Mountain West. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First session (Salt Lake City, UT, December 6, 1983).
294p. 4mf. L1 ED 250 107

Social Psychology

Developmental Psychology and the Third World--Some Preliminary Considerations
9p. 1mf. L1 ED 250 237

Social Science Research

Bringing Rural Sociology Back In: Critical Theory and Rural Policy.
30p. 1mf. L1 ED 250 142

Social Sciences

The Social Science Bibliographer as Detective: Selection Strategies for the Social Sciences.
16p. 1mf. L2 ED 250 013

Social Services

Education and Support for Parents: A Challenge for Group Practice in the Coming Decade.
29p. 1mf. L1 ED 250 103

Hand-in-Hand: A Cooperative Venture in Service Planning, Funding and Delivery.
13p. 1mf. L2 ED 249 437

Summary of How States Use Local Agencies to Provide Services for Children and Youth.
56p. 1mf. L1 ED 250 067

Social Status

Social Relations in Children with Learning Disabilities Revisited: Social Status, Perceived Social Competence, and Conceptions of Friendship.
12p. 1mf. L1 ED 249 683

Social Studies

Citizenship and Social Studies. Released Exercises from the

Industrial Setting.
7p. 1mf. L1 ED 249 368

Stress Variables

Coping with Adolescence: Perspectives of Retarded Individuals and Their Family.
24p. 1mf. L1 ED 249 689

Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.
26p. 1mf. L1 ED 250 058

Retrospective Evaluation of Testing in ESL Content and Skills Courses.
22p. 1mf. L1 ED 249 815

Role Transitions in Small Groups.
18p. 1mf. L1 ED 249 439

Stress and the Educational Administrator: A Synthesis of Dissertation Research.
32p. 1mf. L1 ED 249 568

Stress Producing Factors and Their Effects on Learning Disabilities Specialists, Regular Educators, and Other Special Educators.
11p. 1mf. L1 ED 249 706

Structural Grammar

Hualapai Reference Grammar.
599p. 7mf. L1 ED 250 132

Student Adjustment

Getting to Know You...All about You: Preschool Orientation Manual.
26p. 1mf. L1 ED 250 110

Student Attitudes

"On the Level" Final Report on Formative Evaluation. Research Report 77.
91p. 1mf. L1 ED 249 964

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.
48p. 1mf. L1 ED 249 959

"On the Level". Formative Evaluation: Conflict/Feelings/Self-Concept. Research Report 71.
77p. 1mf. L1 ED 249 958

Analysis of Learning Styles of Nursing Students at University of Central Florida. Curriculum and Program Planning.
49p. 1mf. L1 ED 249 834

Attitude Change in Women's Studies Courses: A Field Study.
15p. 1mf. L1 ED 250 233

Attitudes and Attitude Change in Special Education: Theory and Practice.
270p. 3mf. L1 ED 249 694

Case Study, Course Study: A Contextualized Investigation of a Writing Course.
29p. 1mf. L1 ED 249 487

Consequences of the Transition into Junior High School on Social

Reading Attitudes and Interests of Gifted and Talented Children in the Middle Grades.
63p. 1mf. L1 ED 249 708

Talent Identification

Preschool for Developmentally Advanced (Gifted) Children.
21p. 1mf. L1 ED 249 745

The Three Ring Conception of Giftedness: A Developmental Model for Creative Productivity.
71p. 1mf. L1 ED 249 728

Tanzania

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.
45p. 1mf. L2 ED 249 501

Task Analysis

Children's Planning Processes in a Chore-Scheduling Task. Technical Report No. 11.
44p. 1mf. L2 ED 249 920

Task Characteristics, Structural Characteristics, Organizational Relationships, and Communication Processes: A Contingency Approach to Job Performance: Phase II.
32p. 1mf. L1 ED 249 554

Task Orientation

Temperament Influences on Cognition and Achievement in Children with Learning Problems.
24p. 1mf. L1 ED 249 680

Tax Effort

Opinions of Strategic Constituencies Regarding Community College Activities at Maricopa and Central Arizona College.
8p. 1mf. L1 ED 250 038

Taxes

Formative Evaluation of "Taxes Influence Behavior" (Lesson #2) from "Tax Whys: Understanding Taxes". Research Report 91.
27p. 1mf. L1 ED 249 974

Teacher Administrator Relationship

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Final Report.
230p. 3mf. L1 ED 249 661

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Summary Report.
71p. 1mf. L1 ED 249 662

Teachers, Their World, and Their Work. Implications for School Improvement.
155p. 2mf. L2 ED 250 285

Teacher Alienation

The Schools and Preservice Education: Expectations and Reasonable

The Immersion Phenomenon: English-Speaking Canadians Come to Grips with the Country's Language Duality = l'enseignement immersif: le Canada anglais se dote d'un instrument efficace pour soutenir la gageure du biblinguisme.
145p. 2mf. L1 ED 249 762

The Significance of "Problem-Posing" Teaching in a Democratic Society. College Teaching Monograph.
49p. 1mf. L1 ED 249 907

The Study Group: Faculty Helping Themselves to Improve Their Instructional Abilities. College Teaching Monograph.
21p. 1mf. L1 ED 249 908

The Teaching of French in the People's Republic of China.
18p. 1mf. L1 ED 249 806

The Teaching of Spelling.
34p. 1mf. L2 ED 249 489

Teaching Skills

Certifying Special Education Programs for Teacher Education. A Proposal to the Department of Education, State of Kansas, from the Department of Education and Home Economics, Washburn University.
82p. 1mf. L1 ED 249 677

Research-Based Teacher Effectiveness Skills: Perceptions of Members of a Teacher Education Program.
68p. 1mf. L1 ED 250 274

Serving Exceptional Children in Rural America: The One Room School House Revisited.
14p. 1mf. L1 ED 249 711

Team Teaching

Perspectives on Effective Teaching and the Cooperative Classroom. Analysis and Action Series.
51p. 1mf. L2 ED 250 279

Teamwork

Effects of Cooperative Learning on Mainstreamed Academically Handicapped Children. Final Report.
33p. 1mf. L1 ED 249 719

Improving Instruction with School-Site Support Teams.
12p. 1mf. L1 ED 249 594

School Context, New Contexts and School Change.
14p. 1mf. L1 ED 250 372

The Identification Through Placement Process for Mildly Handicapped Students in Middle Schools.
337p. 4mf. L1 ED 249 735

Technical Assistance

Coordinating Assistance in School Improvement Efforts: Issues to Consider.
13p. 1mf. L1 ED 249 658

External Facilitators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School Improvement.
30p. 1mf. L1 ED 249 656

21p. 1mf. L1 ED 249 692

Tribal Government

Contemporary Navajo Affairs: Navajo History Volume III, Part B.
304p. 4mf. L1 ED 250 144

Tribal Law

Bill of Rights in Tribal Constitutions. First Draft .
38p. 1mf. L1 ED 250 135

Tribal Sovereignty

Bill of Rights in Tribal Constitutions. First Draft .
38p. 1mf. L1 ED 250 135

Contemporary Issues Reader One: A Humanistic View of Diversity and Commonality in the Tribal and American Indian Community.
75p. 1mf. L2 ED 250 119

Trigonometry

Some Reasons for a Need to Change the Approach to Trigonometry Instruction and a Proposal for Change.
20p. 1mf. L1 ED 250 027

Trustees

Student Affairs Committee.
17p. 1mf. L2 ED 249 861

Trusts (Financial)

Estate Planning for Parents of a Learning Disabled Child.
29p. 1mf. L1 ED 249 704

Tuition

Corporate Tuition Aid Programs: A Directory of College Financial Aid for Employees at America's Largest Corporations.
329p. 4mf. L2 ED 249 911

The Costs of Higher Education to the Student and to the State at the Public Senior Colleges and Universities in South Carolina. A Study Submitted to the 1984 South Carolina General Assembly.
45p. 1mf. L1 ED 249 904

Tuition Benefit Programs

Corporate Tuition Aid Programs: A Directory of College Financial Aid for Employees at America's Largest Corporations.
329p. 4mf. L2 ED 249 911

Turnstile Program CA

The Turnstile: A Management System for Individualizing Instruction in Programs for Gifted and Talented.
31p. 1mf. L1 ED 250 118

Tutorial Programs

Franklin Elementary School Tutorial Enrichment Program in Elementary Education.
62p. 1mf. L1 ED 250 075

Some Reasons for a Need to Change the Approach to Trigonometry Instruction and a Proposal for Change.
20p. 1mf. L1 ED 250 027

Tutoring

TMR and EMR Children's Ability to Learn Counting Skills and Principles.

The Measurement of Test Anxiety.
38p. 1mf. L1 ED 250 336

The Test Anxiety Scale: A Factor Analysis.
13p. 1mf. L1 ED 250 337

Africa (South)

Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
268p. 3mf. L2 ED 249 897

Africa (Sub Sahara)

Selected French Speaking Sub-Saharan African Countries: Burundi, Cameroon (Eastern), Chad, Congo (Brazzaville), Dahomey, Gabon, Ivory Coast, Mali, Mauritania, Niger, Rwanda, Senegal, Togo, Upper Volta, Zaire. A Guide to the Academic Placement of Students from These Countries in Academic Institutions of the United States.
20p. 1mf. L2 ED 249 900

African Culture

Configuration of Education and Culture: An African Experience.
760p. 8mf. L1 ED 250 239

African History

Configuration of Education and Culture: An African Experience.
760p. 8mf. L1 ED 250 239

Age Differences

Age-Related Differences in Incidental Learning.
25p. 1mf. L1 ED 249 452

Constraints on Learning: Studies in the Acquisition of American Sign Language.
23p. 1mf. L1 ED 249 790

Developmental Trends in the Use of Cues for Establishing the Identity of Referents in Written Discourse.
32p. 1mf. L1 ED 249 479

Differentiation and Development in Children's Event Narratives.
9p. 1mf. L1 ED 249 786

Relationship between Actual Performance and Perceived Performance across the Life Span.
13p. 1mf. L1 ED 249 449

Similarity Effects and Age Differences in Children's Friendships.
27p. 1mf L1 ED 250 063

The Development of Discourse Planning Skills in Early and Late Adolescence.
21p. 1mf. L1 ED 249 547

The Effects of Age and Modality on Digit Span Performance.
11p. 1mf. L1 ED 249 418

The Influence of the Knowledge Base on the Development of Mnemonic Strategies.
10p. 1mf. L1 ED 250 352

The Present of Things Future, Revisited...Again.

23p. 1mf. L1 ED 250 365

Beginning Teachers

Crossing the Bridge: The First Years of Teaching.
21p. 1mf. L1 ED 250 292

The Schools and Preservice Education: Expectations and Reasonable Solutions.
12p. 1mf. L1 ED 250 294

Behavior Change

Differential Effectiveness of Theoretical Accounts for Paradox.
8p. 1mf. L1 ED 249 427

Impact of Developing Teacher Commitment to Behavioral Change.
38p. 1mf. L1 ED 250 283

Summer Programs for the Severely Handicapped. Evaluation Report.
315p. 4mf. L1 ED 249 758

Behavior Disorders

Alternative School Programming for Behavior Disordered Children.
27p. 1mf. L1 ED 249 670

Positive Alternatives to the Disciplinary Exclusion of Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders.
119p. 2mf. L1 ED 249 668

Reflections on Deviance in 1984: Selected Papers from the 1984 Midwest Symposium in Behavior Disorders. National Needs Analysis in Behavior Disorders.
70p. 1mf. L1 ED 249 671

Utilizing the IEP: Florida's Answer to the Exclusion of Behaviorally Disordered Students.
23p. 1mf. L1 ED 249 669

Behavior Modification

Behavioral Approach to Improving Self-Care Skills in OBS Patients.
14p. 1mf. L1 ED 249 447

Decreasing Aggression Using Four-Point Restraints and Symbol Programs.
34p. 1mf. L1 ED 249 428

Programming DRO to Reduce Multiple Behaviors of Multiple Subjects.
23p. 1mf. L1 ED 249 733

Behavior Patterns

Sex Differences in Student Attitudes and Behavior toward Drugs over a Decade. Research Report 8-83.
16p. 1mf. L1 ED 249 455

Sex Differences in Student Sexual Attitudes and Behaviors: A Ten Year Comparison. Research Report 7-83.
15p. 1mf. L1 ED 249 454

The Origins of Fiction.
25p. 1mf. L1 ED 249 506

Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 2: The Second Grade Data.
135p. 2mf. L1 ED 249 535

by Matthew Miles and Michael Fullan. Uppsala Reports on Education, No. 20.
113p. 2mf. L1 ED 249 607

Restructuring Teacher Education: The University of New Hampshire's Five Year Program.
52p. 1mf. L1 ED 250 310

School Context, New Contexts and School Change.
14p. 1mf. L1 ED 250 372

Strategies for Effective School Improvement Programs.
7p. 1mf. L1 ED 249 578

Why Teachers Implement: An Examination of Selected Variables.
28p. 1mf. L1 ED 249 622

Chapel Island Indian Reserve

The Chapel Island Education Evaluation Report. Mi'kmaway School. The Micmac Way.
193p. 3mf. L1 ED 250 323

Charleston County School District SC

School Based Management.
19p. 1mf. L1 ED 249 641

Charrettes

College Planning: Strategies for Assessing the Environment. Improving Community College Evaluation and Planning.
73p. 1mf. L1 ED 250 044

Chemical Technicians

Establishing Chemical Technology Programs.
23p. 1mf. L1 ED 250 028

Chicago Mastery Learning Reading Program

Evaluation of the Chicago Mastery Learning Reading Program.
52p. 1mf. L1 ED 249 477

Chicano Literature

Three American Literatures: Essays in Chicano, Native American, and Asian-American Literature for Teachers of American Literature.
p. 65mf. L3 ED 249 529

Child Abuse

Abused Adolescents: How Schools and Educators Can Help.
17p. 1mf. L1 ED 249 684

It Shouldn't Hurt to Be a Child.
17p. 1mf. L1 ED 250 106

Questions Teachers Ask about Legal Aspects of Reporting Child Abuse and Neglect.
34p. 1mf. L2 ED 249 634

Child Advocacy

The First Annual Health Promotion in Day Care Conference (Washington, D.C., April 7, 1984). Conference Proceedings Report.
26p. 1mf. L1 ED 250 105

Child Care Occupations

Home Economics Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
539p. 6mf. L1 ED 249 391

74p. 1mf. L2 ED 249 916

College Costs

Meeting the Costs of Attending College. A Staff Analysis of the Demographic Characteristics and Financial Circumstances of California Undergraduates. Commission Report 84-15.
104p. 2mf. L1 ED 249 87[illegible]

College Curriculum

Jordan: A Study of the Educational System of Jordan and a Guide to the Academic Placement of Students from Jordan in Educational Institutions of the United States.
29p. 1mf. L2 ED 249 892

Self-Evaluation Report: The Associate Degree Nursing Program.
486p. 6mf. L1 ED 250 019

Sex Equity in the Liberal Arts and Sciences: Policy Implementation via Gender-Balancing the Curriculum in Southern Institutions of Higher Education.
44p. 1mf. L1 ED 249 854

The Ninth Summative Report of the Office of Computer-Based Instruction.
287p. 3mf. L1 ED 249 865

College English

Writing Programs.
21p. 1mf. L2 ED 249 850

College Entrance Examinations

Analysis of Score Change Patterns of Examinees Repeating the Graduate Record Examinations General Test.
49p. 1mf. L1 ED 250 331

Tests in Use in California Community Colleges: Standardized Tests Most Used for Placement in English, Reading, ESL, and Math.
28p. 1mf. L1 ED 250 037

The ACT Assessment: Implications of Recent Research.
23p. 1mf. L1 ED 250 330

The Psychometric Entrance Examination of the Universities in Israel. Information Booklet, English Version.
67p. 1mf. L1 ED 250 343

College Faculty

Blueprints for Academic Lives.
11p. 1mf. L1 ED 249 822

Data and Characteristics of the Illinois Public Community College System.
110p. 2mf. L1 ED 250 055

Fact Book on Higher Education in the South, 1983 and 1984.
92p. 1mf. L1 ED 249 852

Faculty Opinions of the Course-Instructor Survey Program at U.T. Austin. RB-83-13.
145p. 2mf. L1 ED 250 347

Faculty Salaries and the Personnel Structure of Institutions.
11p. 1mf. L1 ED 249 823

Fall 1983 Salary Survey Report for the Illinois Public Community

7/1/80-6/30/81.

36p. 1mf. L1 ED 249 740

On the Cognitive Effects of Learning Computer Programming: A Critical Look. Technical Report No. 9.

48p. 1mf. L2 ED 249 919

Policy Issues in Computer Education. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

44p. 1mf. L1 ED 250 175

Prospects and Challenges for Using Microcomputers in School. Technical Report No. 7.

23p. 1mf. L1 ED 249 927

Research Report on the Japanese School System, Computer-Aided Instruction in Japan and the Japanese Home Computer Market.

104p. 2mf. L1 ED 249 645

Selecting Computer Software for Limited English Speakers.

7p. 1mf. L1 ED 250 412

Software Quality and Copyright: Issues in Computer-Assisted Instruction.

155p. 2mf. L2 ED 249 934

Solutions Unlimited: Delphi Study on Policy Issues in the Introduction and Management of Computers in the Classroom. Research Report 90.

94p. [illegible]f. L1 ED 249 973

Solutions Unlimited: Evaluation of Prototype Units 1 and 3. Research Report 89.

43p. 1mf. L1 ED 249 972

Student Writers and Word Processors: A Case Study.

35p. 1mf. L1 ED 249 491

The Coast Guard's CAI Approach to Basic Math and Reading Skills.

22p. 1mf. L1 ED 249 365

The Effectiveness of the Instructional Use of Computers for Students with Mild Learning Problems: A Review of the Literature and Research.

24p. 1mf. L1 ED 249 688

The Flexible Use of Computers in Classrooms. Technical Report No. 6.

11p. 1mf. L1 ED 249 926

The Gap between Promise and Reality in Computer Education: Planning a Response.

21p. 1mf. L1 ED 249 598

The Microcomputer as a Medium for Young Children. Technical Report No. 26.

16p. 1mf. L2 ED 249 923

The Ninth Summative Report of the Office of Computer-Based Instruction

287p. 3mf. L1 ED 249 865

The PLATO Mathematics Curriculum: An Annotated Bibliography for Use with Mildly Handicapped Students.

19p. 1mf. L1 ED 249 736

79p. 1mf. L1 ED 249 727

Keep Out - Danger! Use of Devices Which Can Cause Death or Serious Bodily Injury in Defense of Real and/or Personal Property. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 265

Legal Aspects of Pupil Transportation.
55p. 1mf. L2 ED 249 610

Legal Implications of Competency Testing.
30p. 1mf. L1 ED 250 335

Spare the Rod: Due Process re School Discipline. Second Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
37p. 1mf. L2 ED 250 267

To Prosecute or Not? Enforcement of Federal Criminal Regulatory Statutes. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
46p. 1mf. L2 ED 250 263

With Interest It Comes To...Unconscionable Clauses in Sales Contracts. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
42p. 1mf. L2 ED 250 270

Court Role

Church-State Separation: Recent Trends and Developments.
35p. 1mf. L1 ED 250 417

Creative Development

Planning Creative Writing Activities for Educable Mentally Handicapped Adolescents.
16p. 1mf. L1 ED 249 709

Creative Thinking

Guide to Stimulating Student Writing.
39p. 1mf. L1 ED 249 516

Creative Writing

Guide to Teaching Creative Writing: Fiction.
42p. 1mf. L1 ED 249 515

Planning Creative Writing Activities for Educable Mentally Handicapped Adolescents.
16p. 1mf. L1 ED 249 709

Creativity

The Three Ring Conception of Giftedness: A Developmental Model for Creative Productivity.
71p. 1mf. L1 ED 249 728

Crime

Fear of Crime in the Elderly: A Longitudinal Study.
12p. 1mf. L1 ED 249 457

The Crime Question: Rights and Responsibilities of Citizens. Student Edition. Major Issues in American Government. Law in Social Studies Series.
26p. 1mf. L2 ED 250 248

"Medical Model."
16p. 1mf. L1 ED 249 443

Diagnostic Teaching

Learning from Experience to Improve Outcomes in Reading: A Case Study. Research Series No. 149.
17p. 1mf. L1 ED 249 471

New Approach to Learning Disability Programs in Post-Secondary Education.
30p. 1mf. L1 ED 249 702

Diagnostic Tests

Health Services: Clinical. Medical Laboratory Aide. Instructor's Manual. Competency-Based Education.
114p. 2mf. L1 ED 249 378

Health Services: Clinical. Radiographic Aide. Instructor's Manual. Competency-Based Education.
70p. 1mf. L1 ED 249 380

Diagrams

English Pyramids: Using Hierarchical Diagrams for Communication Activities.
29p. 1mf. L1 ED 249 816

Dialectical Reasoning

Researching Dialectical Reasoning: Possibilities and Impossibilities.
14p. 1mf. L1 ED 249 414

Dictionaries

Catalog of Instructional Materials in English and Dictionaries, 1983-1985.
91p. 1mf. L2 ED 249 531

The Teaching of Spelling.
34p. 1mf. L2 ED 249 489

Dietary Aides

Health Services: Clinical. Dietary Aide. Instructor's Manual. Competency-Based Education.
101p. 2mf. L1 ED 249 377

Dietetics

Health Services: Clinical. Dietary Aide. Instructor's Manual. Competency-Based Education.
101p. 2mf. L1 ED 249 377

Differential Reinforcement

Programming DRO to Reduce Multiple Behaviors of Multiple Subjects.
23p. 1mf. L1 ED 249 73[illegible]

Difficulty Level

Bar Graph-Using Operations and Response Time.
31p. 1mf. L1 ED 250 381

Multidimensional Difficulty as a Direction and a Distance.
12p. 1mf. L1 ED 250 399

Out-of-Level Testing with the Stanford Achievement Test (Seventh Edition): A Procedure for Assigning Students to the Correct Battery Level.

46p. 1mf. L1 ED 249 605

Collaboration for Educational Excellence and Equity.

16p. 1mf. L1 ED 250 272

Multifaceted Practical Experiences in Teacher Education Involving Joint Sponsorship of the Schools, Community and Teacher Educators.

21p. 1mf. L1 ED 250 280

Educational Development

Configuration of Education and Culture: An African Experience.

760p. 8mf. L1 ED 250 239

Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (9th, Bangkok, Thailand, March 20-26, 1984). Final Report.

185p. 2mf. L2 ED 250 139

Educational Environment

Case Study of School Climate Improvement at an Urban Junior High School.

19p. 1mf. L1 ED 250 438

Communication: A Tool for School Improvement.

66p. 1mf. L1 ED 249 636

Community, Context, and Co-Curriculum: Situational Factors Influencing School Improvements in a Study of High Schools. R&D Report No. 3186.

25p. 1mf. L1 ED 250 393

Louisiana School Effectiveness Study: Phase Two, 1982-84.

293p. 4mf. L1 ED 250 362

Louisiana School Effectiveness Study: Phase Two, 1982-84. Executive Summary and Conclusions.

25p. 1mf. L1 ED 250 361

Management and Research Perspectives on the CFK School Climate Instrument.

19p. 1mf. L1 ED 249 619

The School Assessment Survey: A Data-Based Tool for School Improvement.

12p. 1mf. L1 ED 250 401

Educational Equity (Finance)

Problems in Determining School District Need for Hurd Aid and Alternatives to the Revenue Shortfall Approach for Determining Need.

28p. 1mf. L1 ED 249 612

Educational Facilities

Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.

89p. 1mf. L2 ED 250 083

Educational Facilities Design

High School for the 21st Century.

11p. 1mf. L1 ED 249 613

Educational Facilities Improvement

The School Assessment Survey: A Data-Based Tool for School Improvement.

Industrial Communications Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
76p. 1mf. L1 ED 249 389

The Peninsula Academies. Second Yearly Interim Report.
60p. 1mf. L1 ED 249 357

The Peninsula Academies. Third Yearly Interim Report.
73p. 1mf. L1 ED 249 358

Elementary Education

Educational Software Tools: Designing a Text Editor for Children. Technical Report No. 8.
12p. 1mf. L1 ED 249 928

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.
45p. 1mf. L2 ED 249 501

Literature Sources in Elementary and Early Childhood Education.
287p. 3mf. L1 ED 250 066

Elementary School Mathematics

Alternative Problem Solving in Mathematics, Grade 4-6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
302p. 4mf. L1 ED 250 214

An Assessment of Elementary School Students' Development and Application of Probability Concepts while Playing and Discussing Two Strategy Games on a Microcomputer.
193p. 3mf. L1 ED 250 166

Are Low Stress Algorithms in Addition and Subtraction a Solution to More Than Math Problems?
18p. 1mf. L1 ED 250 170

Calculator Problem Solving. Using Calculators to Teach Mathematics and Problem Solving: A Calculator Resource Manual for Teachers (K-8) and Principals. Second Edition.
p. 31mf. L3 ED 250 150

Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.
66p. 1mf. L1 ED 250 168

Investigation of Problems of Implementing Curriculum in Primary Schools in Somalia. African Studies in Curriculum Development & Evaluation.
34p. 1mf. L1 ED 250 167

Pivotal Skills in Elementary Mathematics Instruction.
52p. 1mf. L1 ED 250 159

Problem Solving in Mathematics, Grade 4. Lane County Mathematics Project. With Teacher's Commentary and Answers.
385p. 5mf. L2 ED 250 208

Problem Solving in Mathematics, Grade 5. Lane County Mathematics Project. With Teacher's Commentary and Answers.
263p. 3mf. L2 ED 250 209

Problem Solving in Mathematics, Grade 6. Lane County Mathematics Project. With Teacher's Commentary and Answers.

23p. 1mf. L1 ED 250 365

Ethical Instruction

Ethical Issues in Social Work. An Annotated Bibliography.
102p. 2mf. L2 ED 250 231

Ethics

Ethical Issues in Social Work. An Annotated Bibliography.
102p. 2mf. L2 ED 250 231

More Talks with Teachers.
94p. 1mf. L1 ED 250 099

Ethiopia

Configuration of Education and Culture: An African Experience.
760p. 8mf. L1 ED 250 239

Ethnic Groups

Selected Bibliography of Social Science Readings on Women of Color.
33p. 1mf. L2 ED 250 258

Ethnic Origins

Dinetah: Navajo History. Volume II.
187p. 2mf. L1 ED 250 143

Ethnography

The Ethnography of Education: Problems and Prospects for Women Researchers.
13p. 1mf. L1 ED 250 334

Ethos

Structural Analysis of Four Religious Programs: The Effect of Program Structure on Ethos.
39p. 1mf. L1 ED 249 563

Eulogies

Rhetorical Choice in Mansfield's November 25, 1963 Eulogy.
19p. 1mf. L1 ED 249 566

Europe

Higher Education and Economic Development in Europe, 1975-1980: (A Statistical and Economic Study) = L'Enseignement Superieur et le Developpement Economique en Europe, 1975-1980: (Etude Statistique et Economique). Vol. II.
361p. 4mf. L1 ED 249 863

Higher Education and Manpower Planning: A Comparative Study of Planned and Market Economies.
136p. 2mf. L1 ED 249 871

Europe (South)

Reform and Development of Tertiary Education in Europe. Recommendations.
104p. 2mf. L1 ED 249 831

Europe (West)

Reform and Development of Tertiary Education in Europe. Recommendations.
104p. 2mf. L1 ED 249 831

European History

Women's Participation in European Peace Movements: The Struggle to

Hispanics: Challenges and Opportunities. A Look at the Demographic, Economic, Social, and Political Situation of Hispanics in the United States Today, and at the Ford Foundation's Initiatives to Address the Needs and Impact of this Growing Population. Working Paper No. 435.

70p. 1mf. L2 ED 250 121

Foreign Countries

Higher Education in Bulgaria.

117p. 2mf. L1 ED 249 870

Higher Education in Norway. Monographs on Higher Education.

75p. 1mf. L1 ED 249 869

Higher Education in the German Democratic Republic. Monographs on Higher Education.

82p. 1mf. L1 ED 249 868

Professional Integration: A Guide for Students from the Developing World.

151p. 2mf. L2 ED 249 845

Staying at High School in Victoria. ACER Research Monograph No. 23.

163p. 2mf. L2 ED 249 647

Students Abroad: A Guide for Selecting a Foreign Education.

23p. 1mf. L1 ED 249 879

The Admission and Academic Placement of Students from: Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic.

129p. 2mf. L2 ED 249 848

The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part III).

165p. 2mf. L2 ED 249 846

Foreign Educational Credentials

Australia: A Study of the Educational System of Australia and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

278p. 3mf. L2 ED 249 884

Colombia: A Study of the Educational System of Colombia and a Guide to the Academic Placement of Students from Colombia in Educational Institutions of the United States.

148p. 2mf. L2 ED 249 885

Greece: A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

136p. 2mf. L2 ED 249 888

Guide to the Academic Placement of Students from Ghana in Educational Institutions of the United States.

57p. 1mf. L2 ED 249 887

Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States.

112p. 2mf. L2 ED 249 890

Japan: A Guide to the Academic Placement of Students from Japan in

Group Unity

Leisure Effects on the Family & Family Effects on Leisure Services. Proceedings of the AALR/AAHPERD Pre-convention Symposium (Anaheim, California, March 29, 1984).
26p. 1mf. L1 ED 250 281

Grouping (Instructional Purposes)

Cooperative Small-Group Learning.
7p. 1mf. L2 ED 249 625

Effects of Multigrade Grouping on Elementary Student Achievement in Reading and Mathematics. RR-48.
143p. 2mf. L1 ED 250 327

Guided Design

Physical Science in General Education Curriculum Reform.
14p. 1mf. L1 ED 250 171

Guidelines

School Mathematics: Options for the 1990s. Chairman's Report of a Conference (Madison, Wisconsin, December 5-8, 1983). Volume 1.
43p. 1mf. L1 ED 250 195

Self-Directed Program for Developing Teacher and Administrator Evaluation Procedures.
143p. 2mf. L1 ED 249 570

The Development of Guidelines for Feedback on Professional Behavior in Level I Field Work Performance.
40p. 1mf. L1 ED 249 837

Guides

Guide to Programs. Fiscal Year 1985.
91p. 1mf. L1 ED 250 149

Interchange. Program Improvement Products Identified through Networking.
57p. 1mf. L1 ED 249 395

Habitats

Habitat Is Where It's At. A Coloring Book about Wildlife Habitat.
24p. 1mf. L1 ED 250 193

Haiti

Haitian Component Bibliography. Migrant Heritage Studies Kit.
101p. 2mf. L1 ED 250 120

Haitians

Haitian Component Bibliography. Migrant Heritage Studies Kit.
101p. 2mf. L1 ED 250 120

Project L'Ouverture, 1982-1983. O.E.E. Evaluation Report.
58p. 1mf. L1 ED 250 428

Handicap Identification

California's New Eligibility Criteria: Legal and Program Implications.
36p. 1mf. L1 ED 249 744

Implementation of a Program for the Prevention of Learning Disabilities.
27p. 1mf. L1 ED 249 703

LD or Not?

34p. 1mf. L1 ED 249 664

Input Output Devices

OCLC Public Access Terminals in Small and Medium-Sized Libraries. Illinois Valley Library System OCLC Experimental Project, Report No. 6.

91p. 1mf. L1 ED 250 004

The Efficacy of Multidimensional Line-Printer Graphics for Cluster Recovery.

22p. 1mf. L1 ED 250 390

Inquiry

Preemployment Inquiries: Avoiding Pitfalls in the Hiring Process. Obtain the Person Best Qualified and Suited for a Particular Position in a Public School District without Invading Their Privacy. Avoid Charges of Discrimination and Bias in Hiring.

33p. 1mf. L2 ED 249 635

Inservice Education

Changing Educational Practice through Continuing Professional Development Programs.

20p. 1mf. L1 ED 249 609

Inservice for School Administrators: A Status Report.

27p. 1mf. L1 ED 249 639

Inservice Teacher Education

An Impact Evaluation of the Resource Access Projects, 1982-1983.

245p. 3mf. L1 ED 250 069

An Impact Evaluation of the Resource Access Projects, 1981-1982.

352p. 4mf. L1 ED 250 077

An Inservice Training Program to Increase Skills of Teachers in Prekindergarten Interest Centers.

109p. 2mf. L1 ED 250 104

Changing Educational Practice through Continuing Professional Development Programs.

20p. 1mf. L1 ED 249 609

Citizenship Education, Global Education, and the Education of Social Studies Teachers.

14p. 1mf. L1 ED 250 256

Computer Literacy and Use among Elementary Classroom Teachers.

33p. 1mf. L1 ED 249 938

Microcomputer Applications in Education: Now to Next Decade.

8p. 1mf. L1 ED 249 596

Post Certification Development of Teachers and Administrators.

27p. 1mf. L1 ED 250 291

Problem Solving in Mathematics, In-Service Guide. Lane County Mathematics Project.

43p. 1mf. L2 ED 250 215

School Improvement through Staff Development: The Coaching of Teaching.

8p. 1mf. L1 ED 249 593

Strategies for Faculty Development, K-12: A Review of the Journal Literature.

40p. 1mf. L1 ED 249 700

Kohut (Heinz)

Revisioning the Clinical Relationship: Heinz Kohut and the Viewpoint of Self-Psychology.

23p. 1mf. L1 ED 249 446

Korean

Contrastive Study of Korean and English Word Order.

118p. 2mf. L1 ED 249 771

Labor Force Development

Indian Resource Development. Annual Report, 1983-1984.

62p. 1mf. L1 ED 250 122

Labor Market

Higher Education and Manpower Planning: A Comparative Study of Planned and Market Economies.

136p. 2mf. L1 ED 249 871

Labor Supply

The Science and Engineering Talent Pool. Proceedings of the Joint Meeting of the Scientific Manpower Commission and the Engineering Manpower Commission (Washington, District of Columbia, May 15, 1984).

83p. 1mf. L2 ED 250 204

Laboratory Equipment

Summary and Analysis of Hearing on "Improving the Research Infrastructure at U.S. Universities and Colleges." Report to the Committee on Science and Technology, U.S. House of Representatives, Ninety Eighth Congress, Second Session.

22p. 1mf. L1 ED 250 206

Laboratory Procedures

Health Services: Clinical. Medical Laboratory Aide. Instructor's Manual. Competency-Based Education.

114p. 2mf. L1 ED 249 378

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Student Manual.

31p. 1mf. L1 ED 250 184

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Teacher's Guide.

43p. 1mf. L1 ED 250 183

Land Grant Universities

Resources Allocated to Teacher Education in State Universities and Land-Grant Colleges.

53p. 1mf. L1 ED 250 297

Land Remote Sensing Commercialization Act 1

To Preserve the Sense of Earth from Space. A Report of the Panel on the Information Policy Implications of Archiving Satellite Data, regarding the Archiving Requirements of the Proposed Transfer to the Private Section of the U. S. Civil Space Remote-Sensing Satellite Systems.

63p. 1mf. L1 ED 250 173

Land Use

48p. 1mf. L1 ED 249 986

Standards for College and University Learning Resources Programs. AECT Task Force II.
116p. 2mf. L2 ED 249 935

Library Automation

Public Services in Research Libraries. Preliminary Reports from the Public Services Research Projects: University of Arizona, Cornell University, University of Illinois, Michigan State University, New York University, Pennsylvania State University, and Texas A & M University.
73p. 1mf. L2 ED 249 991

Library Catalogs

Public Services in Research Libraries. Preliminary Reports from the Public Services Research Projects: University of Arizona, Cornell University, University of Illinois, Michigan State University, New York University, Pennsylvania State University, and Texas A & M University.
73p. 1mf. L2 ED 249 991

Subject Access in the Small Library.
13p. 1mf. L1 ED 249 996

Library Collections

Collection Development Procedures Manual.
30p. 1mf. L1 ED 250 009

Duke University: William R. Perkins Library Collection Analysis Project. Final Report.
106p. 2mf. L2 ED 250 001

Problems in Pulps: A Study of Special Collections in Pulp Magazines.
33p. 1mf. L1 ED 249 989

Science Fiction: An Annotated Bibliography of Selected Resources in the University Libraries SUNY/Albany.
16p. 1mf. L1 ED 249 994

The Social Science Bibliographer as Detective: Selection Strategies for the Social Sciences.
16p. 1mf. L2 ED 250 013

Library Expenditures

Duke University: William R. Perkins Library Collection Analysis Project. Final Report.
106p. 2mf. L2 ED 250 001

Library Facilities

Northern Illinois University Libraries Library Instruction: Scope and Mission Statement.
27p. 1mf. L1 ED 250 0

Primer for Mississippi School Librarians. State Bulletin No. 134A. Re-issued in 1984.
166p. 2mf. L1 ED 249 992

Public Services in Research Libraries: A Self-Study. The Newberry Library.
54p. 1mf. L2 ED 250 006

Application of Probability Concepts while Playing and Discussing Two Strategy Games on a Microcomputer.

193p. 3mf. L1 ED 250 166

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.

22p. 1mf. L1 ED 250 197

Improving Female Mathematics Achievement.

44p. 1mf. L1 ED 250 198

Investigation of Problems of Implementing Curriculum in Primary Schools [illegible] Somalia. African Studies in Curriculum Development & Evaluation.

34p. 1mf. L1 ED 250 167

Math/Science Self-Schemas and Curriculum Choices among University Women.

22p. 1mf. L1 ED 250 194

Pivotal Skills in Elementary Mathematics Instruction.

52p. 1mf. L1 ED 250 159

Proceedings of the International Conference for the Psychology of Mathematics Education (4th, Berkeley, California, August 16-17, 1980).

436p. 5mf. L1 ED 250 186

School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2.

194p. 3mf. L1 ED 250 196

The Effect of Three Types of Brain-Based Instruction on the Mathematics Achievement and Attitudes of Second Grade Students.

16p. 1mf. L1 ED 250 155

The Relationship of Family Environments to Parent Motivation Strategies and Children's Self-Consciousness in the Math Classroom.

28p. 1mf. L1 ED 250 157

The Shape of Learning Opportunity in School Arithmetic and General Mathematics.

42p. 1mf. L1 ED 250 160

Mathematics Instruction

Alternative Problem Solving in Mathematics, Grade 4-6. Lane County Mathematics Project. With Teacher's Commentary and Answers.

302p. 4mf. L1 ED 250 214

Calculator Problem Solving. Using Calculators to Teach Mathematics and Problem Solving: A Calculator Resource Manual for Teachers (K-8) and Principals. Second Edition.

p. 31mf. L3 ED 250 150

Improving Female Mathematics Achievement.

44p. 1mf. L1 ED 250 198

Introduction to Number Systems, Boolean Algebra, Logic Circuits. Navy Electricity and Electronics Training Series. Module 13.

107p. 2mf. L1 ED 250 152

It Figures: A Survey of Users. Research Report 92.

37p. 1mf. L1 ED 249 975

Middle Childhood. Skills Essential to Learning Television Project: Working Paper.
23p. 1mf. L1 ED 249 977

Moral Reasoning

Adolescent Morality: Social Responsibility versus Alienation. Unit for Child Studies. Selected Papers Number 26.
12p. 1mf. L1 ED 250 094

Moral Values

Reflections on Deviance in 1984: Selected Papers from the 1984 Midwest Symposium in Behavior Disorders. National Needs Analysis in Behavior Disorders.
70p. 1mf. L1 ED 249 671

Morale

Case Study of School Climate Improvement at an Urban Junior High School.
19p. 1mf. L1 ED 250 438

Morphology (Languages)

"Scissors, Paper, Stone": Perceptual Foundations of Noun Classifier Systems.
10p. 1mf. L1 ED 249 787

The Acquisition of Task-Specific Word Formation Devices in American Sign Language.
9p. 1mf. L1 ED 249 783

Mortality Rates

Demographic and Socioeconomic Aspects of Aging in the United States.
157p. 2mf. L2 ED 249 426

Mother Attitudes

Aspirations of Adolescent Hispanic Females for Marriage, Children, Education and Employment. Report No. 2: Young Hispanic Mothers Enrolled in School and/or Employed Interviewed in the 1979 National Longitudinal Survey.
103p. 2mf. L1 ED 250 437

Mothers

Aspirations of Adolescent Hispanic Females for Marriage, Children, Education and Employment. Report No. 2: Young Hispanic Mothers Enrolled in School and/or Employed Interviewed in the 1979 National Longitudinal Survey.
103p. 2mf. L1 ED 250 437

Explorations in High-Risk Stimulation: Two Modalities in Mothering.
17p. 1mf. L1 ED 249 715

Mother-Toddler Interaction and Maternal Perception of Child Temperament in Two Ethnic Groups: Chinese-American and European-American.
36p. 1mf. L1 ED 250 084

Research and Clinical Center for Child Development Annual Report, 1982-1983.
84p. 1mf. L1 ED 250 060

Survey of Secondary School Perceptions: Students, Parents, Staff. Research Report.
59p. 1mf. L1 ED 250 338

Teachers' Perceptions of Their Students, Schools and Community. Research Report.
54p. 1mf. L1 ED 250 340

Ontology

Bringing Rural Sociology Back In: Critical Theory and Rural Policy.
30p. 1mf. L1 ED 250 142

Open Enrollment

The Compleat University: Break from Tradition in Germany, Sweden and the U.S.A.
p. 32mf. L3 ED 249 821

Operant Conditioning

Behavioral Approach to Improving Self-Care Skills in OBS Patients.
14p. 1mf. L1 ED 249 447

Operation PROTEACH

PROTEACH: An Extended Preservice Teacher Preparation Program.
11p. 1mf. L1 ED 250 317

Opinions

School Board Members' Opinions and Awareness of Legal Parameters concerning School Prayer.
11p. 1mf. L1 ED 249 624

Oral History

Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
33p. 1mf. L1 ED 250 114

Oral Language

An Investigation of Learning Strategies in Oral Communication that Chinese EFL Learners in China Employ.
165p. 2mf. L1 ED 249 796

Developmental Stages in Children's Narrative Composition.
18p. 1mf. L1 ED 249 461

Guide to Easing Writing's Rigors: Having Fun with Language.
118p. 2mf. L1 ED 249 517

The Sound of English: A Bibliography of Language Recordings.
82p. 1mf. L1 ED 249 508

Oral Proficiency Testing

Oral Testing.
18p. 1mf. L1 ED 249 812

Oral Reading

Self-Concept and Reading. Second Edition.
36p. 1mf. L1 ED 249 468

Organization

Research Report on the Japanese School System, Computer-Aided Instruction in Japan and the Japanese Home Computer Market.
104p. 2mf. L1 ED 249 645

Organizational Change

Case Study of School Climate Improvement at an Urban Junior High

11p. 1mf. L1 ED 249 522

The Development of Discourse Planning Skills in Early and Late Adolescence.

21p. 1mf. L1 ED 249 547

The Gap between Promise and Reality in Computer Education: Planning a Response.

21p. 1mf. L1 ED 249 598

PLATO

The Ninth Summative Report of the Office of Computer-Based Instruction.

287p. 3mf. L1 ED 249 865

The PLATO Mathematics Curriculum: An Annotated Bibliography for Use with Mildly Handicapped Students.

19p. 1mf. L1 ED 249 736

Play

Current Topics in Early Childhood Education. Volume V.

p. 34mf. L3 ED 250 101

Empowering Parents through Computer Literacy Training.

8p. 1mf. L1 ED 249 364

Recreation for the Mentally Retarded: A Handbook for Ward Personnel.

214p. 3mf. L1 ED 249 729

Plumbing

Construction Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.

102p. 2mf. L1 ED 249 386

Policy Formation

Agriculture in New York State: A Preliminary Report.

41p. 1mf. L1 ED 250 129

Bringing Rural Sociology Back In: Critical Theory and Rural Policy.

30p. 1mf. L1 ED 250 142

Communication Planning for Effective Nutrition Programs.

36p. 1mf. L1 ED 249 937

Policy Issues in Computer Education. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

44p. 1mf. L1 ED 250 175

Student Affairs Committee.

17p. 1mf. L2 ED 249 861

Turning the Tide. Attendance: Policies and Guidelines.

82p. 1mf. L1 ED 250 426

Turning the Tide. Discipline: Policies and Guidelines.

112p. 2mf. L1 ED 250 425

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.

19p. 1mf. L1 ED 249 726

Political Attitudes

Schemas and Symbolic Politics: The Cases of Racial and Gender Equality.

21p. 1mf. L1 ED 249 745

Special Programs: A Manual of Policies, Procedures and Guidelines. Revised .
231p. 3mf. L1 ED 249 749

Standards for College and University Learning Resources Programs. AECT Task Force II.
116p. 2mf. L2 ED 249 935

Strategies for Implementing Advising Programs.
51p. 1mf. L1 ED 250 023

The Gap between Promise and Reality in Computer Education: Planning a Response.
21p. 1mf. L1 ED 249 598

The Practice Profile: An All Purpose Tool for Program Communication, Staff Development, Evaluation and Improvement.
18p. 1mf. L1 ED 249 657

Program Effectiveness

An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program in a Large Urban School System.
59p. 1mf. L1 ED 249 739

Arkansas Department of Education: 1983 Evaluation Report, Chapter 1, ECIA.
43p. 1mf. L1 ED 250 410

Assessment of Competencies Possessed by Students Enrolled in the Fundamentals of Agribusiness and Natural Resources Occupations Program. A Report of Research.
94p. 1mf. L1 ED 249 353

Citizen's Notebook for Effective Schools.
373p. 4mf. L1 ED 249 655

E.C.I.A. Chapter 1, Part B. Institutionalized Facilities Program, Summer 1983. Final Evaluation Report.
24p. 1mf. L1 ED 250 435

Effective Instructional Practices in Bilingual Education.
44p. 1mf. L1 ED 249 768

Evaluation of Napa Valley College's Student Orientation, Assessment, Advisement and Retention Program.
12p. 1mf. L1 ED 250 026

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.
102p. 2mf. L2 ED 249 464

George Washington High School Bilingual Academic and Career Orientation Program, 1982-1983. O.E.E. Evaluation Report.
84p. 1mf. L1 ED 250 433

Impact of Developing Teacher Commitment to Behavioral Change.
38p. 1mf. L1 ED 250 283

Influence of Users' Teaching Perspectives on Their Interpretations of a Microcomputer Simulation.
22p. 1mf. L1 ED 250 284

Inservice for School Administrators: A Status Report.
27p. 1mf. L1 ED 249 639

Literary Theories.
35p. 1mf. L2 ED 249 463

Reading Achievement

Comparison of Three Reading Tests for Determining Reading Grade Level of Navy Recruits.
17p. 1mf. L1 ED 249 481

Effects of Multigrade Grouping on Elementary Student Achievement in Reading and Mathematics. RR-48.
143p. 2mf. L1 ED 250 327

Evaluation of the Chicago Mastery Learning Reading Program.
52p. 1mf. L1 ED 249 477

Evaluation Report of the Survey of the District English Language Program. No. 337.
147p. 2mf. L1 ED 250 325

Informal Assessment in Reading: Group vs. Individual.
12p. 1mf. L1 ED 249 482

Is the Emergent Reading Level a Useful Concept for Chapter I, Low SES Students?
11p. 1mf. L1 ED 249 462

Motivational and Self-Imagery Development Component, Elementary Counseling Project: Final Evaluation Report.
27p. 1mf. L1 ED 250 367

Reading Aloud to Others

Peter Elbow's "Believing Game": A Focus for a Writing Conference.
13p. 1mf. L1 ED 249 510

Selected Bibliography of Books for Storytellers.
13p. 1mf. L1 ED 249 548

The Origins of Fiction.
25p. 1mf. L1 ED 249 506

Reading Attitudes

Investigating Reading Preferences, Reading Attitudes, and Teacher Observations of Third Graders.
13p. 1mf. L1 ED 250 359

Reading Attitudes and Interests of Gifted and Talented Children in the Middle Grades.
63p. 1mf. L1 ED 249 708

Reading Comprehension

Accelerating Reading and Comprehension in Poverty-Level Preschoolers Using a Synthetic Phonics Program.
89p. 1mf. L1 ED 250 076

Children's Sense of Genre: A Study of Performance on Parallel Reading and Writing Tasks.
42p. 1mf. L1 ED 249 474

Comparison of Three Reading Tests for Determining Reading Grade Level of Navy Recruits.
17p. 1mf. L1 ED 249 481

Effects of Context on Deaf Students' Comprehension of Difficult Sentences.
19p. 1mf. L1 ED 249 752

42p. 1mf. L1 ED 249 631

The Creative Cost Management Strategies of Two School Districts.
54p. 1mf. L1 ED 249 663

Revision (Written Composition)

Computers in Composition: A Bibliography of Research and Practice.
22p. 1mf. L1 ED 249 499

Guide to Teaching Self/Peer Editing.
35p. 1mf. L1 ED 249 513

Process-Oriented Writing Instruction in a Case-Method Class.
16p. 1mf. L1 ED 249 500

Student Writers and Word Processors: A Case Study.
35p. 1mf. L1 ED 249 491

Rhetoric

Rhetorical Choice in Mansfield's November 25, 1963 Eulogy.
19p. 1mf. L1 ED 249 566

Rhetorical Criticism

Television Criticism: A Multifarious Approach.
70p. 1mf. L2 ED 249 557

Rhetorical Invention

Computers in Composition: A Bibliography of Research and Practice.
22p. 1mf. L1 ED 249 499

Rhythm

Children's Understanding of Rhythm: The Relationship between Development and Musical Training.
90p. 1mf. L1 ED 250 071

Rituals

Understanding Funeralization and Post-Funeralization Rituals: The Facilitation of Grief Work.
11p. 1mf. L1 ED 249 432

Role Models

"ThinkAbout" Content Analysis: Final Report.
100p. 2mf. L1 ED 249 954

Role Perception

Men and Relationships in the '80's.
8p. 1mf. L1 ED 249 453

Role Set Determinants of Teacher Reports of Classroom Behavior.
23p. 1mf. L1 ED 250 371

Role Transitions in Small Groups.
18p. 1mf. L1 ED 249 439

Role Theory

Role Set Determinants of Teacher Reports of Classroom Behavior.
23p. 1mf. L1 ED 250 371

Role Transition

Role Transitions in Small Groups.
18p. 1mf. L1 ED 249 439

Rural Areas

Community Facilities, Housing and Community Renewal in New York State: A Preliminary Report.
32p. 1mf. L1 ED 250 127

10p. 1mf. L1 ED 249 808

The Immersion Phenomenon: English-Speaking Canadians Come to Grips with the Country's Language Duality = l'enseignement immersif: le Canada anglais se dote d'un instrument efficace pour soutenir la gageure du biblinguisme.

145p. 2mf. L1 ED 249 762

The Implications of Modern Approaches to Language for Teacher Training.

9p. 1mf. L1 ED 249 811

The Journal of Suggestive-Accelerative Learning and Teaching, Volume 5, Number 2.

76p. 1mf. L1 ED 249 814

The Missing Link in ESL Teacher Training.

15p. 1mf. L1 ED 249 813

The Teaching of French in the People's Republic of China.

18p. 1mf. L1 ED 249 806

Understanding English Modals through Space Grammar.

26p. 1mf. L1 ED 249 794

Using Proficiency Rating Scales with High School Foreign Language Learners.

18p. 1mf. L1 ED 249 767

Second Language Learning

"Trap Setting" in Didactic Materials.

19p. 1mf. L1 ED 249 810

An Investigation of Learning Strategies in Oral Communication that Chinese EFL Learners in China Employ.

165p. 2mf. L1 ED 249 796

Basic Principles for the Education of Language-Minority Students: An Overview. 1982 Edition.

38p. 1mf. L2 ED 249 772

Beginning French - Interactants' Communication Strategies.

19p. 1mf. L1 ED 249 798

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.

45p. 1mf. L2 ED 249 501

Janice: Becoming a Writer of English.

23p. 1mf. L1 ED 249 760

Learning to Read English as a Second Language: Effects of First Language Script System and Cultural/Educational Background.

19p. 1mf. L1 ED 249 759

Petra: Learning to Read at 45.

22p. 1mf. L1 ED 249 761

Selecting Computer Software for Limited English Speakers.

7p. 1mf. L1 ED 250 412

The Effect of Differing Participant Structures on the Speech of Children Acquiring English as a Second Language.

9p. 1mf. L1 ED 249 782

Secondary Education

Community, Context, and Co-Curriculum: Situational Factors

1975-76 Assessment.
667p. 7mf. L1 ED 250 385

Citizenship Education, Global Education, and the Education of Social Studies Teachers.
14p. 1mf. L1 ED 250 256

Energy and Transportation Lessons for the Middle Grades.
103p. 2mf. L1 ED 250 190

Energy and Transportation Lessons for the Senior High Grades.
144p. 2mf. L1 ED 250 191

Energy and Transportation Lessons for the Elementary Grades.
178p. 2mf. L1 ED 250 189

Food First Curriculum: An Integrated Curriculum for Grade 6.
156p. 2mf. L1 ED 250 242

Perspectives on the Social Studies: Report for the Agency for Instructional Television. Research Report 78.
91p. 1mf. L1 ED 249 965

Reflections of Citizenship Education and Traditional Social Studies Programs.
20p. 1mf. L1 ED 250 257

South Africa/Time Running Out.
65p. 1mf. L2 ED 250 247

Status of Social Studies Teaching: Practices in Secondary Schools. Research Report 79.
77p. 1mf. L1 ED 249 966

The Crime Question: Rights and Responsibilities of Citizens. Instructor's Manual. Major Issues in American Government. Law in Social Studies Series.
83p. 1mf. L2 ED 250 249

The Crime Question: Rights and Responsibilities of Citizens. Student Edition. Major Issues in American Government. Law in Social Studies Series.
26p. 1mf. L2 ED 250 248

Understanding Nuclear Weapons and Arms Control: A Guide to the Issues. New Edition.
113p. 2mf. L2 ED 250 216

Venture into the Vibrant Virgin Islands.
14p. 1mf. L1 ED 250 245

1981 Alberta Social Studies Curriculum.
158p. 2mf. L1 ED 250 250

Social Support Groups

Education and Support for Parents: A Challenge for Group Practice in the Coming Decade.
29p. 1mf. L1 ED 250 103

Roots and Wings, Volumes I and II. Parent-to-Parent Dissemination, Phases I and II.
515p. 6mf. L2 ED 250 064

Social Support and Well-Being in an At-Risk Elderly Population.
19p. 1mf. L1 ED 249 421

Social Values

Comparison of Abilities and Achievement Motivation.
41p. 1mf. L1 ED 250 333

Factors Associated with the Academic Performance of Marginal Students in an Urban College Setting.
113p. 2mf. L1 ED 249 838

Fifth and Sixth Graders: Their Attitudes about Parents, Peers, School, and Themselves. Skills Essential to Learning Television Projects: Research Report.
23p. 1mf. L1 ED 249 978

Formative Evaluation of "Taxes Influence Behavior" (Lesson #2) from "Tax Whys: Understanding Taxes". Research Report 91.
27p. 1mf. L1 ED 249 974

Formative Evaluation: Friendship/Peers/Prejudice/Thinking. Research Report 76.
15p. 1mf. L1 ED 249 963

Girls into Science and Technology. Final Report.
56p. 1mf. L1 ED 250 203

Guide to Building Self-Esteem through Writing.
58p. 1mf. L1 ED 249 511

Math/Science Self-Schemas and Curriculum Choices among University Women.
22p. 1mf. L1 ED 250 194

Pedagogy and Children's Literature: Amity or Hostility? An Examination of Education and the Literary Arts.
18p. 1mf. L1 ED 249 525

Petra: Learning to Read at 45.
22p. 1mf. L1 ED 249 761

Report on the Results of the May, 1984 Survey of Northwestern High School Students and a Comparison of Survey Results for the Last Three Years.
87p. 1mf. L1 ED 250 400

Research on Teacher Expectations.
15p. 1mf. L1 ED 249 587

Secondary General Mathematics: Attitudinal and Demographic Characteristics of Teachers and Students. Research Report 80.
122p. 2mf. L1 ED 249 967

Sex Differences in Student Attitudes and Behavior toward Drugs over a Decade. Research Report 8-83.
16p. 1mf. L1 ED 249 455

Sex Differences in Student Sexual Attitudes and Behaviors: A Ten Year Comparison. Research Report 7-83.
15p. 1mf. L1 ED 249 454

Structured Interviews on Children's Conceptions of Computers. Technical Report No. 19.
41p. 1mf. L1 ED 249 932

Student Writers and Word Processors: A Case Study.
35p. 1mf. L1 ED 249 491

Survey of Secondary School Perceptions: Students, Parents, Staff. Research Report.

Solutions.
12p. 1mf. L1 ED 250 294

Teacher Associations

Institutional Units and Campuses with Faculty Collective Bargaining Agents. Special Report #12: Update.
37p. 1mf. L2 ED 250 030

Teacher Attitudes

"ThinkAbout" Cluster Evaluation: Collecting Information.
305p. 4mf. L1 ED 249 946

Attitudes toward Elementary School Student Retention.
57p. 1mf. L1 ED 250 109

Case Study, Course Study: A Contextualized Investigation of a Writing Course.
29p. 1mf. L1 ED 249 487

Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum.
29p. 1mf. L1 ED 250 163

Develop a Personal Philosophy Concerning Vocational Student Organizations. Second Edition. Module H-1 of Category H--Vocational Student Organization. Professional Teacher Education Module Series.
33p. 1mf. L1 ED 249 373

Faculty Opinions of the Course-Instructor Survey Program at U.T. Austin. RB-83-13.
145p. 2mf. L1 ED 250 347

Formative Evaluation of "Taxes Influence Behavior" (Lesson #2) from "Tax Whys: Understanding Taxes". Research Report 91.
27p. 1mf. L1 ED 249 974

Guide to Building Self-Esteem through Writing.
58p. 1mf. L1 ED 249 511

Impact of Developing Teacher Commitment to Behavioral Change.
38p. 1mf. L1 ED 250 283

It Figures: A Survey of Users. Research Report 92.
37p. 1mf. L1 ED 249 975

Mainstreaming Continuing Professional Education: A Conceptual Approach and an Empirical Study.
79p. 1mf. L1 ED 249 882

Prospects and Challenges for Using Microcomputers in School. Technical Report No. 7.
23p. 1mf. L1 ED 249 927

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume IV. A View of Viewers: Observations on the Response to and Classroom Use of "ThinkAbout."
123p. 2mf. L1 ED 249 952

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Televsision Series. Volume I. Technical Report.
241p. 3mf. L1 ED 249 949

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.

Technical Education

Establishing Chemical Technology Programs.
23p. 1mf. L1 ED 250 028

Report on High Technology Programs in Illinois Public Community Colleges.
13p. 1mf. L1 ED 250 053

Spain: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
32p. 1mf. L2 ED 249 898

Technical Writing

Writing Habits and Productivity in Technical Writing.
9p. 1mf. L1 ED 249 502

Technological Advancement

Decentralized Computing via Micros.
10p. 1mf. L1 ED 249 942

Impact and Implications of Technological Change on Individuals and Industry.
13p. 1mf. L1 ED 249 440

Impact and Implications of Technological Change on Educational Institutions.
18p. 1mf. L1 ED 249 944

Preparing Educational Administrators for the Year 2000 and Beyond.
9p. 1mf. L1 ED 249 618

Report on High Technology Programs in Illinois Public Community Colleges.
13p. 1mf. L1 ED 250 053

Technology

Guide to the Records Relating to Science and Technology in the British Public Record Office: A RAMP Study.
319p. 4mf. L2 ED 250 003

Long-Terr Activities for Minority Institutions in Science and Technology Lake Arrowhead Conference (June 4-8, 1984).
172p. 2mf. L1 ED 250 180

Planning, Equipping and Staffing a Document Reprographic Service: A RAMP Study with Guidelines.
92p. 1mf. L2 ED 250 005

Technology Transfer

Impact and Implications of Technological Change on Educational Institutions.
18p. 1mf. L1 ED 249 944

Telecommunications

Impact and Implications of Technological Change on Educational Institutions.
18p. 1mf. L1 ED 249 944

Traditional and Nontraditional Educational Elements Using Telecommunications.
15p. 1mf. L1 ED 249 361

Teleconferencing

Traditional and Nontraditional Educational Elements Using

32p. 1mf. L1 ED 249 681

Twins

Early Development of Vocal and Signed Language in Hearing and Deaf Fraternal Twins.
38p. 1mf. L1 ED 249 714

Mother-Infant Engagements in Dyads with Handicapped and Nonhandicapped Infants: A Pilot Study.
24p. 1mf. L1 ED 249 701

Two Year College Students

Data and Characteristics of the Illinois Public Community College System.
110p. 2mf. L1 ED 250 055

First-Time Student Questionnaire: An Attempt to Identify Those Applicants Most Likely Not to Register.
11p. 1mf. L1 ED 250 020

Guidelines for the Development of Computerized Student Information Systems.
35p. 1mf. L2 ED 250 021

Item Bank: Student and College Outcomes. Improving Community College Evaluation and Planning.
134p. 2mf. L1 ED 250 046

Report on High Technology Programs in Illinois Public Community Colleges.
13p. 1mf. L1 ED 250 053

Student Characteristics as Compared to the Community Profile, Fall, 1983. Volume XIII, No. 2.
34p. 1mf. L1 ED 250 033

Typewriting

CPT Word Processing Instructional Materials.
219p. 3mf. L1 ED 249 360

Mae Conn and Associates. A Legal Secretary Position Simulation. Employee's Manual. Office Occupations.
52p. 1mf. L1 ED 249 404

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 1. Office Occupations.
35p. 1mf. L1 ED 249 405

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 4. Office Occupations.
101p. 2mf. L1 ED 249 408

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 3. Office Occupations.
19p. 1mf. L1 ED 249 407

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 2. Office Occupations.
25p. 1mf. L1 ED 249 406

Mae Conn and Associates. A Legal Secretary Position Simulation. Employer's Manual. Office Occupations.
138p. 2mf. L1 ED 249 403

Simmons Insurance Agency. A Clerk-Typist Position Simulation.

20p. 1mf. L1 ED 249 411

Age Groups

Student Enrolments in Higher Education in Western Australia: Some Observations on Trends over the Period 1973 to 1983. A Discussion Paper.
24p. 1mf. L1 ED 249 855

The Impacts of the Age-Structure of Net Migration on the Economic and Socioeconomic Characteristics of Texas Counties, 1960-1980.
25p. 1mf. L1 ED 250 134

Agency Cooperation

An Impact Evaluation of the Resource Access Projects, 1982-1983.
245p. 3mf. L1 ED 250 069

Communication Problems of the Mentally Handicapped. Occasional Paper No. 28.
156p. 2mf. L1 ED 249 673

Pasco/Pinellas Multiagency Network for Severely Emotionally Disturbed Students. Report to the State of Florida SED Advisory Board.
132p. 2mf. L1 ED 249 672

Agency Role

Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four.
70p. 1mf. L1 ED 250 039

Program Effects of JTPA on Community-Based Organizations.
32p. 1mf. L1 ED 249 344

Rules of the Illinois Community College Board, Fiscal Year 1985.
41p. 1mf. L1 ED 250 049

Summary of How States Use Local Agencies to Provide Services for Children and Youth.
56p. 1mf. L1 ED 250 067

The Current Provision for Further and Higher Education in Wales. Coombe Lodge Working Paper. Information Bank Number 1627.
14p. 1mf. L1 ED 249 857

What's Happening to CBOs under JTPA and Where Do We Go from Here? Highlights of the NYEC Survey.
22p. 1mf. L1 ED 249 343

Aggression

Decreasing Aggression Using Four-Point Restraints and Symbol Programs.
34p. 1mf. L1 ED 249 428

Aging (Individuals)

Age-Related Differences in Incidental Learning.
25p. 1mf. L1 ED 249 452

Tapping the World of the Older Adult.
16p. 1mf. L1 ED 249 366

Voices of Experience: 1500 Retired People Talk about Retirement.
201p. 3mf. L1 ED 249 844

Behavior Problems

Behavioral Problems and Differential WISC-R Characteristics of Learning Disabled Children.
14p. 1mf. L1 ED 249 720

Programming DRO to Reduce Multiple Behaviors of Multiple Subjects.
23p. 1mf. L1 ED 249 733

Sleep Problems, Overtiredness and Overanxiety and Frustrating Children: From Birth to Preschool. Unit for Child Studies. Selected Papers Number 24.
16p. 1mf. L1 ED 250 092

Behavior Rating Scales

The Florida KEY: An Instrument to Infer Student Self-Concept as Learner in Grades One through Six. Manual.
26p. 1mf. L1 ED 250 396

Behavior Standards

Managing Controversial Meetings.
10p. 1mf. L1 ED 249 [illegible]5

Behavioral Objectives

Northern Illinois University Libraries Library Instruction: Scope and Mission Statement.
27p. 1mf. L1 ED 250 007

Benefits

Measuring the Benefits of Clean Air and Water.
165p. 2mf. L2 ED 250 207

Bernoulli Theorem

Bayesian Model for Determining Levels of Student Mastery.
24p. 1mf. L1 ED 250 382

Bibliometrics

Literature Sources in Elementary and Early Childhood Education.
287p. 3mf. L1 ED 250 066

Bilingual Academic Career Orientation Progr

George Washington High School Bilingual Academic and Career Orientation Program, 1982-1983. O.E.E. Evaluation Report.
84p. 1mf. L1 ED 250 433

Bilingual Education

Schooling and Language Minority Students: A Theoretical Framework.
227p. 3mf. L1 ED 249 773

Study of the Effects of English-Medium Education on Initially Monoglot Spanish-Speaking Gibraltarian Children.
108p. 2mf. L1 ED 249 797

The Need to Evaluate Special Education Programs Serving Bilingual Students.
19p. 1mf. L1 ED 249 679

Bilingual Education Programs

Effective Instructional Practices in Bilingual Education.
44p. 1mf. L1 ED 249 768

(Continued)

Child Caregivers

Current Topics in Early Childhood Education. Volume IV.
p. 42mf. L3 ED 250 100

More Talks with Teachers.
94p. 1mf. L1 ED 250 099

Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.
63p. 1mf. L2 ED 250 082

Child Custody

The Child in the Divorcing Family. Unit for Child Studies. Selected Papers Number 22.
16p. 1mf. L1 ED 250 090

Child Development

An Analysis of the Language Development of Hearing Impaired Children.
22p. 1mf. L1 ED 249 751

Developing Perceptions of Control: Cross-Sectional and Longitudinal Analyses.
30p. 1mf. L1 ED 249 458

Developmental Stages in Children's Narrative Composition.
18p. 1mf. L1 ED 249 461

From Crib to Kindergarten: A Continuum of Needs of the Visually Impaired Preschooler.
19p. 1mf. L1 ED 249 697

New Zealand Early Childhood Care and Education Bibliography, 1979-1982, with ERIC Descriptors.
113p. 2mf. L1 ED 250 081

Study in the Development of Discourse Competence: David: A Six-Year-Old Discovers Authorship.
77p. 1mf. L1 ED 249 521

The Visually Impaired Preschooler with an Emphasis on Medical Intervention.
21p. 1mf. L1 ED 249 698

Child Language

Development in the Functionality of Grammatical Cues in Hebrew Sentence Comprehension.
11p. 1mf. L1 ED 249 778

Developmental Issues in the Acquisition of Conjunction.
10p. 1mf. L1 ED 249 779

Differentiation and Development in Children's Event Narratives.
9p. 1mf. L1 ED 249 786

Getting the Picture of Language Learning.
30p. 1mf. L1 ED 249 495

Integration of Information during Language Comprehension: A Developmental Study.
10p. 1mf. L1 ED 249 777

(Continued)

Colleges.
47p. 1mf. L1 ED 250 054

Higher Education in Bulgaria.
117p. 2mf. L1 ED 249 870

Higher Education in Norway. Monographs on Higher Education.
75p. 1mf. L1 ED 249 869

Higher Education in the German Democratic Republic. Monographs on Higher Education.
82p. 1mf. L1 ED 249 868

Information Requirements of University Faculty. An Investigation into the Information Needs, Habits, and Attitudes of the Faculty of George Peabody College for Teachers of Vanderbilt University.
186p. 2mf. L1 ED 249 987

Study of the Status of Tenure in the Nation's Public Two-Year Colleges.
9p. 1mf. L1 ED 250 029

Surviving the Transition from Graduate Student to Assistant Professor.
11p. 1mf. L1 ED 249 867

The Faculty Liaison as Research Coordinator: A Growing Need for the Academic Community.
10p. 1mf. L1 ED 250 010

College Freshmen

Comparative Analysis of College Freshmen by Major Field of Study: A Changing Profile.
89p. 1mf. L2 ED 249 824

Facilitator's Manual: Summer Transitions. Fifth Edition.
162p. 2mf. L1 ED 249 862

Sex Differences in Student Attitudes and Behavior toward Drugs over a Decade. Research Report 8-83.
16p. 1mf. L1 ED 249 455

Sex Differences in Student Sexual Attitudes and Behaviors: A Ten Year Comparison. Research Report 7-83.
15p. 1mf. L1 ED 249 454

College Graduates

Follow-Up of Occupational Students Enrolled at Harper College, 1982-1983. Volume XIII, No. 4.
24p. 1mf. L1 ED 250 034

Graduate Women's Career Salience, Aspirations, and Involvement.
144p. 2mf. L1 ED 249 833

Professional Integration: A Guide for Students from the Developing World.
151p. 2mf. L2 ED 249 845

College Instruction

Interdisciplinarity in Higher Education.
107p. 2mf. L1 ED 249 864

(Continued)

The Software Problem.
7p. 1mf. L1 ED 249 597

The Word Processing Approach to Language Experience.
14p. 1mf. L1 ED 249 465

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.
19p. 1mf. L1 ED 249 726

What Research Tells Us about Composing and Computing.
22p. 1mf. L1 ED 249 497

Computer Assisted Testing

Using Interactive Computing to Expand Intelligence Testing: A Critique and Prospectus. Report No. 84-2.
85p. 1mf. L1 ED 250 32[illegible]

Computer Centers

Decentralized Computing via Micros.
10p. 1mf. L1 ED 249 942

Computer Games

An Assessment of Elementary School Students' Development and Application of Probability Concepts while Playing and Discussing Two Strategy Games on a Microcomputer.
193p. 3mf. L1 ED 250 166

Clarifying the "A" in CAI for Learners of Different Abilities. Assessing the Cognitive consequences of Computer Environments for Learning (ACCCEL).
33p. 1mf. L1 ED 250 177

Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
26p. 1mf. L1 ED 250 176

Computer Graphics

Classroom Software for the Information Age. Technical Report No. 23.
12p. 1mf. L1 ED 249 933

The Efficacy of Multidimensional Line-Printer Graphics for Cluster Recovery.
22p. 1mf. L1 ED 250 390

Computer Literacy

Chippy's Computer Numbers.
31p. 1mf. L2 ED 249 493

Chippy's Computer Words.
29p. 1mf. L2 ED 249 492

Computer Literacy and Use among Elementary Classroom Teachers.
33p. 1mf. L1 ED 249 938

Computer Literacy: Teacher Competencies.
27p. 1mf. L1 ED 249 939

Computers in Schools: The Report of the Minister's Task Force on Computers in Schools and Executive Summary.
164p. 2mf. L1 ED 250 062

(Continued)

The Crime Question: Rights and Responsibilities of Citizens. Instructor's Manual. Major Issues in American Government. Law in Social Studies Series.
83p. 1mf. L2 ED 250 249

Criminal Justice System

The Crime Question: Rights and Responsibilities of Citizens. Student Edition. Major Issues in American Government. Law in Social Studies Series.
26p. 1mf. L2 ED 250 248

The Crime Question: Rights and Responsibilities of Citizens. Instructor's Manual. Major Issues in American Government. Law in Social Studies Series.
83p. 1mf. L2 ED 250 249

Criminal Law

To Prosecute or Not? Enforcement of Federal Criminal Regulatory Statutes. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
46p. 1mf. L2 ED 250 263

Criterion Referenced Tests

Competency Based Certification of School Administrators: The Georgia Experience.
22p. 1mf. L1 ED 249 637

Development and Verification of Instructionally Sensitive Achievement Tests.
30p. 1mf. L1 ED 250 387

Critical Path Method

Children's Planning Processes in a Chore-Scheduling Task. Technical Report No. 11.
44p. 1mf. L2 ED 249 920

Logo Programming and the Development of Planning Skills. Technical Report No. 16.
56p. 1mf. L1 ED 249 930

Critical Reading

Pickles Will Kill You: Use Humor to Teach Critical Reading Abilities.
19p. 1mf. L1 ED 249 478

Critical Television Viewing Skills Project

"TV's Sort of...Just There". Critical Television Viewing Skills.
26p. 1mf. L1 ED 249 945

Critical Thinking

Designing an Integrated Instructional and Assessment System for Critical Thinking Skills.
22p. 1mf. L1 ED 249 589

Making Our Schools More Effective: Proceedings of Three State Conferences.
322p. 4mf. L1 ED 249 576

(Continued)

45p. 1mf. L1 ED 250 368

Some Concepts and Consequences of a Degree 1 Learnability Result.
9p. 1mf. L1 ED 249 780

Digit Span Tasks

The Effects of Age and Modality on Digit Span Performance.
11p. 1mf. L1 ED 249 418

Disabilities

An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program in a Large Urban School System.
59p. 1mf. L1 ED 249 739

Attitudes and Attitude Change in Special Education: Theory and Practice.
270p. 3mf. L1 ED 249 694

Exceptional Children Status Report for 1982-1983.
59p. 1mf. L1 ED 249 686

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.
27p. 1mf. L1 ED 249 723

For All of Us! (A Resource Guide Especially for People Who Work with the Differently Abled). Revised.
86p. 1mf. L1 ED 249 732

Fun Food Experiences for Preschool Children with Handicaps.
101p. 2mf. L1 ED 249 730

Irving Independent School District, Petitioner v. Henri Tatro, et Ux., Individually and as Next Friend of Amber Tatro, a Minor. On Writ of Certiorari to the United States Court of Appeals for the Fifth Circiut. No. 83-558.
18p. 1mf. L1 ED 249 755

Keeping Families Together: Providing Respite and Other Short-Term Care for People with Disabilites.
96p. 1mf. L1 ED 249 710

Oversight and Reauthorization Hearing on the Rehabilitation Act of 1983. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session (March 21 and 23, 1983).
446p. 5mf. L1 ED 249 748

Preschool Special Education. Research & Resources on Special Education: Issue V.
26p. 1mf. L1 ED 249 725

Program Evaluation for Effective Special Education. Research & Resources on Special Education: Issue IV.
23p. 1mf. L1 ED 249 724

Regulations of the Commissioner of Education. Subchapter P, Pursuant to Sections 207 and 4403 of the Education Law. Part 200--Handicapped Children, Effective July 1, 1984. As Amended April 27, 1984.
57p. 1mf. L1 ED 249 756

(Continued)

12p. 1mf. L1 ED 250 401

Educational Finance

Decision Making in an Era of Fiscal Instability. Fastback 212.
42p. 1mf. L1 ED 249 631

Education Vouchers. Fastback 210.
44p. 1mf. L1 ED 249 629

Exceptional Children Status Report for 1982-1983.
59p. 1mf. L1 ED 249 686

Fact Book on Higher Education in the South, 1983 and 1984.
92p. 1mf. L1 ED 249 852

Open Learning: Resource Allocation and Control. Coombe Lodge Working Paper. Information Bank Number 1610.
15p. 1mf. L1 ED 250 016

Problems in Determining School District Need for Hurd Aid and Alternatives to the Revenue Shortfall Approach for Determining Need.
28p. 1mf. L1 ED 249 612

Selling School Budgets in Hard Times. Fastback 215.
38p. 1mf. L1 ED 249 632

Status of K-12 Public Education in Colorado, 1984.
47p. 1mf. L1 ED 250 411

The Legacy of Rational Budgeting Models in Education and a Proposal for the Future. Project Report No. 83-A21.
75p. 1mf. L1 ED 249 621

Educational Games

Clarifying the "A" in CAI for Learners of Different Abilities. Assessing the Cognitive consequences of Computer Environments for Learning (ACCCEL).
33p. 1mf. L1 ED 250 177

Culture Shock: Information Packet for Develop[illegible] Stress/Culture Shock Programs for Students in Overseas Schools.
25p. 1mf. L1 ED 249 430

Guide to Easing Writing's Rigors: Having Fun with Language.
118p. 2mf. L1 ED 249 517

MicroSIFT Courseware Evaluations. Set 11 (223-259), Set 12 (260-293), and a Special Set of 99 LIBRA Reviews of Junior High School Science Software, Including Subject and Title Indexes Covering Sets 1-12 and Special Set L .
329p. 4mf. L1 ED 249 918

Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).
26p. 1mf. L1 ED 250 176

Educational Gerontology

Gerontology Training for Adult Educators: The Experience of the University of Southern Maine.
32p. 1mf. L1 ED 249 372

242p. 3mf. L2 ED 250 210

Problem Solving in Mathematics, In-Service Guide. Lane County Mathematics Project.

43p. 1mf. L2 ED 250 215

Teaching Mathematics in the Elementary School (A Collection of Essays).

119p. 2mf. L1 ED 250 169

The Effect of Three Types of Brain-Based Instruction on the Mathematics Achievement and Attitudes of Second Grade Students.

16p. 1mf. L1 ED 250 155

The Shape of Learning Opportunity in School Arithmetic and General Mathematics.

42p. 1mf. L1 ED 250 160

What Students in the Intermediate Grades Don't Know about Fractions and What To Do about it.

7p. 1mf. L1 ED 250 158

Elementary School Science

Bridging the Gap between the Natural and the Built Environments with Nature Center Programs.

8p. 1mf. L1 ED 250 153

Comet Halley Returns. A Teacher's Guide, 1985-1986.

56p. 1mf. L1 ED 250 202

Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum.

29p. 1mf. L1 ED 250 163

Making Change Happen: A Case Study of School District Implementation.

128p. 2mf. L1 ED 250 162

Science in Schools, Age 11: Report No. 2. Assessment of Performance Unit.

p. 61mf. L3 ED 250 185

The Planning and Teaching Intermediate Science Study: Final Report. Research Series No. 147.

43p. 1mf. L1 ED 250 161

The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.

132p. 2mf. L1 ED 250 154

Elementary School Students

Attitudes toward Elementary School Student Retention.

57p. 1mf. L1 ED 250 109

Children's Understanding of Rhythm: The Relationship between Development and Musical Training.

90p. 1mf. L1 ED 250 071

Cost-Benefit Analysis of SCILS for Early Childhood Training in Academic Achievement. Report 1977-78.

140p. 2mf. L1 ED 250 065

(Continued)

Prevent World War I.
40p. 1mf. L1 ED 250 241

Evaluation

Management and Research Perspectives on the CFK School Climate Instrument.
19p. 1mf. L1 ED 249 619

Measurement and Evaluation of Reference/Information Service in Law School Depository Libraries: A Bibliography.
20p. 1mf. L1 ED 249 985

Evaluation Criteria

Analysis and Review of Courseware Evaluation Strategies.
30p. 1mf. L1 ED 249 936

Anforderungskatalog fur Einen Graphikfahigen Mikrocomputer fur Online-Recherchen. Report UBTUW-84-007 (Requirements for a Microcomputer with Graphic Capabilities for Online Searching).
28p. 1mf. L1 ED 249 999

Classroom Software for the Information Age. Technical Report No. 23.
12p. 1mf. L1 ED 249 933

Cognitive Development in Writing.
15p. 1mf. L1 ED 249 505

Evaluating Residential Institutions.
16p. 1mf. L1 ED 250 108

Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine.
36p. 1mf. L1 ED 250 043

Extending the Boundaries of Debate Theory: A Value-Bounded Policy Decision Making Paradigm.
44p. 1mf. L1 ED 249 561

Guide to Using the Computer in the Writing Process.
58p. 1mf. L1 ED 249 520

Management by Objective and Its Formal Performance Appraisal: A Versatile Tool of Management.
17p. 1mf. L1 ED 250 008

The Effective Teacher: Educational Testing and Measurement as a Curriculum Concern.
30p. 1mf. L1 ED 250 388

Validity of DSM-III Alcoholism Diagnoses: Inadequacy of the "Medical Model."
16p. 1mf. L1 ED 249 443

Writing a Writing Assessment: Saying What You Want to Say Isn't as Simple as It Seems.
54p. 1mf. L1 ED 249 507

Evaluation Methods

Case Study Evaluations: A Case in Point. An Illustrative Report and Mathodological Analysis of Case Study Evaluations.
104p. 2mf. L1 ED 250 354

(Continued)

Educational Institutions of the United States.
43p. 1mf. L2 ED 249 891

Jordan: A Study of the Educational System of Jordan and a Guide to the Academic Placement of Students from Jordan in Educational Institutions of the United States.
29p. 1mf. L2 ED 249 892

Mexico: A Study of the Educational System of Mexico and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
292p. 4mf. L2 ED 249 895

New Zealand: A Study of the Educational System of New Zealand and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
100p. 2mf. L2 ED 249 894

Peru: A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 896

Republic of Indonesia: A Study of the Educational System of the Republic of Indonesia and a Guide to the Academic Placement of Students from the Republic of Indonesia in Educational Institutions of the United States.
129p. 2mf. L2 ED 249 889

Selected French Speaking Sub-Saharan African Countries: Burundi, Cameroon (Eastern), Chad, Congo (Brazzaville), Dahomey, Gabon, Ivory Coast, Mali, Mauritania, Niger, Rwanda, Senegal, Togo, Upper Volta, Zaire. A Guide to the Academic Placement of Students from These Countries in Academic Institutions of the United States.
20p. 1mf. L2 ED 249 900

Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
268p. 3mf. L2 ED 249 897

Spain: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
32p. 1mf. L2 ED 249 898

Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States.
138p. 2mf. L2 ED 249 899

Switzerland: A Study of the Educational System of Switzerland and a Guide to the Academic Placement of Students from Switzerland in Educational Institutions of the United States.
145p. 2mf. L2 ED 249 901

(Continued)

25p. 1mf. L1 ED 249 717

Reflections on Deviance in 1984: Selected Papers from the 1984 Midwest Symposium in Behavior Disorders. National Needs Analysis in Behavior Disorders.
70p. 1mf. L1 ED 249 671

Survey of Current Placement Practices and Eligibility Criteria for the Learning Disabled Child in Oklahoma.
64p. 1mf. L1 ED 249 734

Handwriting

Handwriting and the Pupil.
19p. 1mf. L1 ED 250 073

Handwriting Manual for Primary Teachers in Somalia. African Studies in Curriculum Development & Evaluation No. 61.
61p. 1mf. L1 ED 249 486

Hawaii

Planning and Accreditation: A Survey of Attitudes of Policymakers. Improving Community College Evaluation and Planning: Project Working Papers Numbers Five, Six, and Seven.
32p. 1mf. L1 ED 250 042

Promoting Economic Development through Entrepreneurship Training and Education. A Selection of Speeches from the Seminar (Hawaii, February 16-17, 1984).
33p. 1mf. L1 ED 249 825

Health

Demographic and Socioeconomic Aspects of Aging in the United States.
157p. 2mf. L2 ED 249 426

Health Education

Education in Healthy Lifestyles: Curriculum Implications. Fastback 216.
48p. 1mf. L1 ED 250 277

Survey of Students' Attitudes towards Physical and Health Education in London Secondary Schools, June 1983. Research Report 83-08.
64p. 1mf. L1 ED 250 273

The First Annual Health Promotion in Day Care Conference (Washington, D.C., April 7, 1984). Conference Proceedings Report.
26p. 1mf. L1 ED 250 105

Health Needs

Rural Health Care in New York State: A Preliminary Report.
39p. 1mf. L1 ED 250 128

Health Personnel

The First Annual Health Promotion in Day Care Conference (Washington, D.C., April 7, 1984). Conference Proceedings Report.
26p. 1mf. L1 ED 250 105

Health Programs

Contemporary Navajo Affairs: Navajo History Volume III, Part B.
304p. 4mf. L1 ED 250 144

18p. 1mf. L1 ED 249 614

Teacher Career Stages: Implications for Staff Development. Fastback 214.
32p. 1mf. L1 ED 250 276

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Atlanta, Georgia, October 15-16, 1984).
15p. 1mf. L1 ED 250 301

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Minneapolis, Minnesota, September 25-26, 1984).
14p. 1mf. L1 ED 250 290

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume I.
64p. 1mf. L1 ED 250 305

Inside Out (Television Series)

Affective Television in the Special Education Environment: The Use of "Inside/Out" with Learning Disabled and Emotionally Handicapped Boys. Research Report 66.
33p. 1mf. L1 ED 249 956

Institutes (Training Programs)

The Research and Development Function of the 1983 Getty Institute for Educators on the Visual Arts.
18p. 1mf. L1 ED 250 246

Institutional Advancement

All That Glitters: Public School/Private Sector Interaction in Twenty-Three U.S. Cities
46p. 1mf. L1 ED 249 605

Institutional Characteristics

Case Study Evaluations: A Case in Point. An Illustrative Report and Mathodological Analysis of Case Study Evaluations.
104p. 2mf. L1 ED 250 354

High School Profiles, 1982-83.
88p. 1mf. L1 ED 250 321

Japan: A Guide to the Academic Placement of Students from Japan in Educational Institutions of the United States.
43p. 1mf. L2 ED 249 891

New Zealand: A Study of the Educational System of New Zealand and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
100p. 2mf. L2 ED 249 894

Preliminary Market Analysis and Institutional Assessment.
65p. 1mf. L1 ED 250 048

Preparing Teachers for Schools of Choice.
26p. 1mf. L1 ED 250 295

(Continued)

Agriculture in New York State: A Preliminary Report.
41p. 1mf. L1 ED 250 129

Environment, Land Use, and Natural Resources in Rural New York: A Preliminary Report.
38p. 1mf. L1 ED 250 126

Language Acquisition

"Scissors, Paper, Stone": Perceptual Foundations of Noun Classifier Systems.
10p. 1mf. L1 ED 249 787

An Analysis of the Language Development of Hearing Impaired Children.
22p. 1mf. L1 ED 249 751

Communication Difficulties and Visually Handicapped People.
10p. 1mf. L1 ED 249 675

Constraints on Learning: Studies in the Acquisition of American Sign Language.
23p. 1mf. L1 ED 249 790

Deaf Children in Communication. A Study of Communicative Strategies Used by Deaf Children in Social Interactions.
271p. 3mf. L1 ED 249 750

Development in the Functionality of Grammatical Cues in Hebrew Sentence Comprehension.
11p. 1mf. L1 ED 249 778

Developmental Issues in the Acquisition of Conjunction.
10p. 1mf. L1 ED 249 779

Differentiation and Development in Children's Event Narratives.
9p. 1mf. L1 ED 249 786

Early Development of Vocal and Signed Language in Hearing and Deaf Fraternal Twins.
38p. 1mf. L1 ED 249 714

Effects of Instruction through Total Communication on Deaf Children's English Language Development.
31p. 1mf. L1 ED 249 713

Getting the Picture of Language Learning.
30p. 1mf. L1 ED 249 495

Hemispheric Specialization and Implications for Education of the Hearing Impaired.
18p. 1mf. L1 ED 249 753

Integration of Information during Language Comprehension: A Developmental Study.
10p. 1mf. L1 ED 249 777

Learning Not to Overgeneralize.
9p. 1mf. L1 ED 249 781

On Marking Time without Aspect in Child Language.
11p. 1mf. L1 ED 249 789

Semantically-Based Child Grammars: Some Empirical Inadequacies.
9p. 1mf. L1 ED 249 785

(Continued)

Library Guides

Test Information: A Selective Annotated Bibliography. Bibliography Series Fourteen.
25p. 1mf. L1 ED 250 377

Library Instruction

How to Use a Law Library.
10p. 1mf. L2 ED 250 261

Northern Illinois University Libraries Library Instruction: Scope and Mission Statement.
27p. 1mf. L1 ED 250 007

Library Material Selection

Anforderungskatalog fur Einen Graphikfahigen Mikrocomputer fur Online-Recherchen. Report UBTUW-84-007 (Requirements for a Microcomputer with Graphic Capabilities for Online Searching).
28p. 1mf. L1 ED 249 999

Collection Development Procedures Manual.
30p. 1mf. L1 ED 250 009

The Social Science Bibliographer as Detective: Selection Strategies for the Social Sciences.
16p. 1mf. L2 ED 250 013

Library Materials

Duke University: William R. Perkins Library Collection Analysis Project. Final Report.
106p. 2mf. L2 ED 250 001

Northern Illinois University Libraries Library Instruction: Scope and Mission Statement.
27p. 1mf. L1 ED 250 007

Primer for Mississippi School Librarians. State Bulletin No. 134A. Re-issued in 1984.
166p. 2mf. L1 ED 249 992

Public Services in Research Libraries: A Self-Study. The Newberry Library.
54p. 1mf. L2 ED 250 006

Report on Library Services to Disabled Persons in New South Wales, 1983.
102p 2mf. L1 ED 249 721

Using Media Resources to Explore Drug Use in Society: A Special 5th Grade Drug Education Lesson That Makes Use of Library Media Resources.
73p. 1mf. L1 ED 249 431

Library Networks

Processing and Data Distribution within the Research Libraries Information Network.
276p. 3mf. L1 ED 249 993

Library of Michigan

Library of Michigan Long-Range Plan, 1 October 1984 to 30 September 1987.
33p. 1mf. L1 ED 249 990

Logo Activities in Elementary Geometry.
50p. 1mf. L1 ED 250 174

Mathematics Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. Texas Assessment of Basic Skills.
58p. 1mf. L1 ED 250 379

Pivotal Skills in Elementary Mathematics Instruction.
52p. 1mf. L1 ED 250 159

Problem Solving in Mathematics, Grade 4. Lane County Mathematics Project. With Teacher's Commentary and Answers.
385p. 5mf. L2 ED 250 208

Problem Solving in Mathematics, Grade 5. Lane County Mathematics Project. With Teacher's Commentary and Answers.
263p. 3mf. L2 ED 250 209

Problem Solving in Mathematics, Grade 6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
242p. 3mf. L2 ED 250 210

Problem Solving in Mathematics, Grade 7. Lane County Mathematics Project. With Teacher's Commentary and Answers.
255p. 3mf. L2 ED 250 211

Problem Solving in Mathematics, Grade 8. Lane County Mathematics Project. With Teacher's Commentary and Answers.
258p. 3mf. L2 ED 250 212

Problem Solving in Mathematics, Grade 9. Lane County Mathematics Project. With Teacher's Commentary and Answers.
292p. 4mf. L2 ED 250 213

Problem Solving in Mathematics, In-Service Guide. Lane County Mathematics Project.
43p. 1mf. L2 ED 250 215

Proceedings of the International Conference for the Psychology of Mathematics Education (4th, Berkeley, California, August 16-17, 1980).
436p. 5mf. L1 ED 250 186

Reading in Secondary Mathematics: Problems, Suggestions, Sources.
121p. 2mf. L1 ED 249 466

School Mathematics: Options for the 1990s. Chairman's Report of a Conference (Madison, Wisconsin, December 5-8, 1983). Volume 1.
43p. 1mf. L1 ED 250 195

School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .
194p. 3mf. L1 ED 250 196

Secondary General Mathematics: Attitudinal and Demographic Characteristics of Teachers and Students. Research Report 80.
122p. 2mf. L1 ED 249 967

Solving Problems. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 980

(Continued)

Motivation

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.
22p. 1mf. L1 ED 250 197

How to Cut Costs by Saving School Bus Fuel.
17p. 1mf. L1 ED 249 666

The Relationship of Family Environments to Parent Motivation Strategies and Children's Self-Consciousness in the Math Classroom.
28p. 1mf. L1 ED 250 157

Motivation Techniques

Guide to Stimulating Student Writing.
39p. 1mf. L1 ED 249 516

Motor Development

Current Topics in Early Childhood Education. Volume IV.
p. 42mf. L3 ED 250 100

Multicultural Education

Education for Diversity: The Challenge of Cultural Pluralism. Inaugural Lecture.
28p. 1mf. L1 ED 250 408

Multidimensional Aptitude Battery

Brief Form of the Multidimensional Aptitude Battery (MAB).
14p. 1mf. L1 ED 250 383

Multidimensional Scaling

Multidimensional Difficulty as a Direction and a Distance.
12p. 1mf. L1 ED [illegible]50 399

Multifactorial Models

Illness in the Family: Old Myths and New Truths! Unit for Ch[illegible] Studies. Selected Papers Number 19.
16p. 1mf. L1 ED 2[illegible] 087

Multigraded Classes

Effects of Multigrade Grouping on Elementary Student Achievement in Reading and Mathematics. RR-48.
143p. 2mf. L1 ED 250 327

Multiple Choice Tests

An Introduction to Multilinear Formula Score Theory. Measurement Series 84-4.
68p. 1mf. L1 ED 250 358

The Assessment of Writing Ability: A Review of Research.
53p. 1mf. L1 ED 250 332

Multiple Disabilities

Communication Difficulties and Visually Handicapped People.
10p. 1mf. L1 ED 249 675

Multiplication

Problem Solving in Mathematics, Grade 4. Lane County Mathematics Project. With Teacher's Commentary and Answers.
385p. 5mf. L2 ED 250 208

School.
19p. 1mf. L1 ED 250 438

Organizational Climate

OD in North American Schools: A Scandinavian View, with Comments by Matthew Miles and Michael Fullan. Uppsala Reports on Education, No. 20.
113p. 2mf. L1 ED 249 607

Organizational Communication

Improving Internal Communication.
141p. 2mf. L2 ED 249 842

Task Characteristics, Structural Characteristics, Organizational Relationships, and Communication Processes: A Contingency Approach to Job Performance: Phase II.
32p. 1mf. L1 ED 249 554

Organizational Development

Effective Staff Development.
17p. 1mf. L1 ED 249 591

Excellence in the Making: A Preliminary Report.
41p. 1mf. L1 ED 250 413

Management Development at Hewlett-Packard.
9p. 1mf. L1 ED 249 592

OD in North American Schools: A Scandinavian View, with Comments by Matthew Miles and Michael Fullan. Uppsala Reports on Education, No. 20.
113p. 2mf. L1 ED 249 607

Organizational Effectiveness

An Impact Evaluation of the Resource Access Projects, 1981-1982.
352p. 4mf. L1 ED 250 077

Effective Staff Development.
17p. 1mf. L1 ED 249 591

Moving toward Continuous School Improvement.
9p. 1mf. L1 ED 249 590

Strategies for Effective School Improvement Programs.
7p. 1mf. L1 ED 249 578

Task Characteristics, Structural Characteristics, Organizational Relationships, and Communication Processes: A Contingency Approach to Job Performance: Phase II.
32p. 1mf. L1 ED 249 554

Organizational Theories

OD in North American Schools: A Scandinavian View, with Comments by Matthew Miles and Michael Fullan. Uppsala Reports on Education, No. 20.
113p. 2mf. L1 ED 249 607

Organizations (Groups)

Study of the Image of TIAA-CREF among Active Members.
65p. 1mf. L1 ED 249 877

(Continued)

73p. 1mf. L1 ED 250 251

Political Communication

Political Debate Formats: A State-of-the-Art Review.

47p. 1mf. L1 ED 249 555

Political History

Culture and Education in Micronesia.

62p. 1mf. L1 ED 250 253

Political Influences

Schemas and Symbolic Politics: The Cases of Racial and Gender Equality.

73p. 1mf. L1 ED 250 251

Political Issues

We Mutually Pledge: Proceedings of the Third National Hispanic Leadership Conference (Washington, DC, April 15-17, 1984).

66p. 1mf. L1 ED 250 439

Politics

Israeli Schools: Religious and Secular Problems.

10p. 1mf. L1 ED 250 227

Politics of Education

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.

102p. 2mf. L2 ED 249 464

Selling School Budgets in Hard Times. Fastback 215.

38p. 1mf. L1 ED 249 632

The Politics of Federal Aid to Education.

11p. 1mf. L1 ED 249 611

The Right to Education: Reaganism, Reaganomics, or Human Capital? Occasional Paper, 1983, No. 5.

95p. 1mf. L1 ED 250 403

Popular Culture

Popular Theatre and Participatory Research. Bosele Tshwaraganang Publications No. 12.

31p. 1mf. L1 ED 250 223

Population Distribution

Population Redistribution and Migration of Asian Americans, 1970-1980.

19p. 1mf. L1 ED 250 418

Population Growth

Population Growth and Economic and Social Development.

11p. 1mf. L1 ED 250 234

Population Trends

Condition of Hispanics in America Today. Presented at the Hearings of the Subcommittee on Census and Population, House Committee on Post Office and Civil Service.

57p. 1mf. L1 ED 250 422

Demographic and Socioeconomic Aspects of Aging in the United States.

157p. 2mf. L2 ED 249 426

(Continued)

Newton High School Project Capable, 1982-1983. O.E.E. Evaluation Report.
72p. 1mf. L1 ED 250 432

P.L. 89-313. Supplementary Services for Previously Nonpublic School Institutionalized Students, 1983-84. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 436

Parental Feedback in the Evaluation of a Camp for Disadvantaged Children: The Camp Limberlost Project.
21p. 1mf. L1 ED 250 141

Part West High School "At Your Service," 1982-1983. O.E.E. Evaluation Report.
90p. 1mf. L1 ED 250 430

Preschool Special Education. Research & Resources on Special Education: Issue V.
24p. 1mf. L1 ED 249 725

Project A.B.C. Bronx Academic Bilingual Career Program, 1982-1983. O.E.E. Evaluation Report.
70p. 1mf. L1 ED 250 431

Project MAS, 1982-1983. O.E.E. Evaluation Report.
78p. 1mf. L1 ED 250 427

Seward Park High School Project Superemos, 1982-1983. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 429

Student Teacher Attitudes regarding Their Experiences in Student Teaching: A Survey.
21p. 1mf. L1 ED 250 286

Summer Programs for the Severely Handicapped. Evaluation Report.
315p. 4mf. L1 ED 249 758

Survey of Students' Attitudes towards Physical and Health Education in London Secondary Schools, June 1983. Research Report 83-08.
64p. 1mf. L1 ED 250 273

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Atlanta, Georgia, October 15-16, 1984).
15p. 1mf. L1 ED 250 301

The Bilingual Program in Auxiliary Services for High Schools, 1982-1983. O.E.E. Evaluation Report.
110p. 2mf. L1 ED 250 434

The Characteristics of Effective Teacher Preparation Programs: A Review of Research.
59p. 1mf. L1 ED 250 314

The Emergency Veterans' Job Training Act of 1983. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Eighth Congress, Second Session.
190p. 2mf. L1 ED 249 356

(Continued)

Parallels between New Paradigms in Science and in Reading and Literary Theories.
35p. 1mf. L2 ED 249 463

Reading Comprehension in Bilingual Students with the Aid of Taped Stories.
10p. 1mf. L1 ED 249 795

Solving Problems. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 980

Staging and Text Comprehensibility: It's What's "Up Front" That Counts.
27p. 1mf. L2 ED 249 473

Reading Diagnosis

Is the Emergent Reading Level a Useful Concept for Chapter I, Low SES Students?
11p. 1mf. L1 ED 249 462

Learning from Experience to Improve Outcomes in Reading: A Case Study. Research Series No. 149.
17p. 1mf. L1 ED 249 471

Reading Difficulties

Reading in Secondary Mathematics: Problems, Suggestions, Sources.
121p. 2mf. L1 ED 249 466

Reading Habits

Reading Attitudes and Interests of Gifted and Talented Children in the Middle Grades.
63p. 1mf. L1 ED 249 708

Reading Improvement

Cost-Benefit Analysis of SCILS for Early Childhood Training in Academic Achievement. Report 1977-78.
140p. 2mf. L1 ED 250 065

Is the Emergent Reading Level a Useful Concept for Chapter I, Low SES Students?
11p. 1mf. L1 ED 249 462

Learning from Experience to Improve Outcomes in Reading: A Case Study. Research Series No. 149.
17p. 1mf. L1 ED 249 471

Reading Instruction

Computer Applications in Reading. Second Edition.
224p. 3mf. L1 ED 249 483

Evaluation of the Chicago Mastery Learning Reading Program.
52p. 1mf. L1 ED 249 477

Is the Emergent Reading Level a Useful Concept for Chapter I, Low SES Students?
11p. 1mf. L1 ED 249 462

Learning from Experience to Improve Outcomes in Reading: A Case Study. Research Series No. 149.
17p. 1mf. L1 ED 249 471

(Continued)

Evaluation of ABC Early Education Broadcasts: Preschool Correspondence Survey.
73p. 1mf. L1 ED 250 072

Reference Service in Rural Public Libraries.
74p. 1mf. L2 ED 250 012

Rural Health Care in New York State: A Preliminary Report.
39p. 1mf. L1 ED 250 128

Serving Exceptional Children in Rural America: The One Room School House Revisited.
14p. 1mf. L1 ED 249 711

Trends in Humanities Programming.
74p. 1mf. L1 ED 250 014

Rural Development

Community Facilities, Housing and Community Renewal in New York State: A Preliminary Report.
32p. 1mf. L1 ED 250 127

Environment, Land Use, and Natural Resources in Rural New York: A Preliminary Report.
38p. 1mf. L1 ED 250 126

Government and Management in Rural New York State: A Preliminary Report.
50p. 1mf. L1 ED 250 130

Human Relations and Community Life in Rural New York State: A Preliminary Report.
43p. 1mf. L1 ED 250 123

Reaching Out: The Role of Audio Cassette Communication in Rural Development. Occasional Paper 19.
66p. 1mf. L1 ED 249 943

Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (9th, Bangkok, Thailand, March 20-26, 1984). Final Report.
185p. 2mf. L2 ED 250 139

Rural Business, Economic Development, and Employment in New York State: A Preliminary Report.
31p. 1mf. L1 ED 250 125

Rural Health Care in New York State: A Preliminary Report.
39p. 1mf. L1 ED 250 128

Rural Transportation in New York State: A Preliminary Report.
28p. 1mf. L1 ED 250 124

Rural Ed

U.S. Aid to Education in Paraguay: The Rural Education Development Project. A.I.D. Project Impact Evaluation Report No. 46.
116p. 2mf. L1 ED 250 138

Rural Education

Contract Vocational Education: The Missouri Model.
53p. 1mf. L1 ED 250 113

(Continued)

Influencing School Improvements in a Study of High Schools. R&D Report No. 3186.
25p. 1mf. L1 ED 250 393

Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States.
112p. 2mf. L2 ED 249 890

Secondary School Curriculum

Australia: A Study of the Educational System of Australia and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
278p. 3mf. L2 ED 249 884

Secondary School Mathematics

Problem Solving in Mathematics, Grade 7. Lane County Mathematics Project. With Teacher's Commentary and Answers.
255p. 3mf. L2 ED 250 211

Problem Solving in Mathematics, Grade 8. Lane County Mathematics Project. With Teacher's Commentary and Answers.
258p. 3mf. L2 ED 250 212

Problem Solving in Mathematics, Grade 9. Lane County Mathematics Project. With Teacher's Commentary and Answers.
292p. 4mf. L2 ED 250 213

Problem Solving in Mathematics, In-Service Guide. Lane County Mathematics Project.
43p. 1mf. L2 ED 250 215

Secondary School Science

Comet Halley Returns. A Teacher's Guide, 1985-1986.
56p. 1mf. L1 ED 250 202

Energy. A National Need, A National Challenge.
26p. 1mf. L2 ED 250 192

Girls into Science and Technology. Final Report.
56p. 1mf. L1 ED 250 203

Life Science Instruction and Its Relationship to Scientific Literacy at the Intermediate Level.
29p. 1mf. L1 ED 250 148

Regents Biology Resource Units.
95p. 1mf. L1 ED 250 201

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Student Manual.
31p. 1mf. L1 ED 250 184

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Teacher's Guide.
43p. 1mf. L1 ED 250 183

Secondary School Students

Secondary Student Progress Plan.
36p. 1mf. L1 ED 249 626

Parents in Special Needs Schools: Perceptions of Their School & Community. Research Report.
21p. 1mf. L1 ED 250 339

Social Work

Group Membership: An Integrative Approach to Teaching Small Group Knowledge and Practice Skill.
21p. 1mf. L1 ED 249 416

Summary Information on Master of Social Work Programs: 1984.
73p. 1mf. L2 ED 250 232

Social Workers

Ethical Issues in Social Work. An Annotated Bibliography.
102p. 2mf. L2 ED 250 231

Socialization

Adolescent Morality: Social Responsibility versus Alienation. Unit for Child Studies. Selected Papers Number 26.
12p. 1mf. L1 ED 250 094

Current Topics in Early Childhood Education. Volume V.
p. 34mf. L3 ED 250 101

Societal Needs

Education for Diversity: The Challenge of Cultural Pluralism. Inaugural Lecture.
28p. 1mf. L1 ED 250 408

Sociocultural Patterns

Demographic and Socioeconomic Aspects of Aging in the United States.
157p. 2mf. L2 ED 249 426

Socioeconomic Influences

Aspirations of Adolescent Hispanic Females for Marriage, Children, Education and Employment. Report No. 2: Young Hispanic Mothers Enrolled in School and/or Employed Interviewed in the 1979 National Longitudinal Survey.
103p. 2mf. L1 ED 250 437

The Impacts of the Age-Structure of Net Migration on the Economic and Socioeconomic Characteristics of Texas Counties, 1960-1980.
25p. 1mf. L1 ED 250 134

Socioeconomic Status

Condition of Hispanics in America Today. Presented at the Hearings of the Subcommittee on Census and Population, House Committee on Post Office and Civil Service.
57p. 1mf. L1 ED 250 422

Hispanics: Challenges and Opportunities. A Look at the Demographic, Economic, Social, and Political Situation of Hispanics in the United States Today, and at the Ford Foundation's Initiatives to Address the Needs and Impact of this Growing Population. Working Paper No. 435.
70p. 1mf. L2 ED 250 121

(Continued)

59p. 1mf. L1 ED 250 338

Survey of Students' Attitudes towards Physical and Health Education in London Secondary Schools, June 1983. Research Report 83-08.
64p. 1mf. L1 ED 250 273

The Development of the Economics Values Inventory. Report to the Foundation for Teaching Economics.
75p. 1mf. L1 ED 250 243

The Mesa Unified School District Advanced Placement Program--Perspectives of Former Students. Research Report 52.
62p. 1mf. L1 ED 250 366

The Relationship of Family Environments to Parent Motivation Strategies and Children's Self-Consciousness in the Math Classroom.
28p. 1mf. L1 ED 250 157

Trade-offs: What the Research Is Saying.
27p. 1mf. L1 ED 249 968

Student Attrition

An Attrition Study of the Off Duty Air Force Education Program at McConnell AFB.
18p. 1mf. L1 ED 249 370

Staying at High School in Victoria. ACER Research Monograph No. 23.
163p. 2mf. L2 ED 249 647

Student Behavior

Cooperation in the Classroom: Students and Teachers Together. Analysis and Action Series.
66p. 1mf. L2 ED 250 278

Survey of MCPS Personnel on Student Behavior and Discipline.
54p. 1mf. L1 ED 249 601

Talk to the National School Transportation Association.
27p. 1mf. L1 ED 249 638

Turning the Tide. Discipline: Policies and Guidelines.
112p. 2mf. L1 ED 250 425

Student Certification

New Mexico High School Proficiency Examination (NMHSPE). District Report. 1982-83.
84p. 1mf. L1 ED 250 344

Student Characteristics

Behavioral Problems and Differential WISC-R Characteristics of Learning Disabled Children.
14p. 1mf. L1 ED 249 720

Comparative Analysis of College Freshmen by Major Field of Study: A Changing Profile.
89p. 1mf. L2 ED 249 824

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.
22p. 1mf. L1 ED 250 197

(Continued)

23p. 1mf. L1 ED 249 948

Role Set Determinants of Teacher Reports of Classroom Behavior.
23p. 1mf. L1 ED 250 371

School Context, New Contexts and School Change.
14p. 1mf. L1 ED 250 372

Secondary General Mathematics: Attitudinal and Demographic Characteristics of Teachers and Students. Research Report 80.
122p. 2mf. L1 ED 249 967

Stress Producing Factors and Their Effects on Learning Disabilities Specialists, Regular Educators, and Other Special Educators.
11p. 1mf. L1 ED 249 706

Study of the Image of TIAA-CREF among Active Members.
65p. 1mf. L1 ED 249 877

Summary of the "ThinkAbout" Cluster Evaluation: Collection Information.
25p. 1mf. L1 ED 249 947

Survey of Secondary School Perceptions: Students, Parents, Staff. Research Report.
59p. 1mf. L1 ED 250 338

Teacher Participation in Mathematics Curriculum Development and Implementation in Three Northern States of Nigeria.
387p. 5mf. L1 ED 250 151

Teachers and Principals: May 1984. ERS Educator Opinion Poll. Reporting the Opinions, Status, and Experiences of American Public School Educators.
p. 4mf. L3 ED 249 643

Teachers' Perceptions of Their Students, Schools and Community. Research Report.
54p. 1mf. L1 ED 250 340

The School Assessment Survey: A Data-Based Tool for School Improvement.
12p. 1mf. L1 ED 250 401

The Use of Part-Time Faculty in Forensics.
13p. 1mf. L1 ED 249 567

Trade-offs: What the Research Is Saying.
27p. 1mf. L1 ED 249 968

Teacher Behavior

Research Bases for Teacher Education.
24p. 1mf. L1 ED 250 287

Research on Teacher Expectations.
15p. 1mf. L1 ED 249 587

Teacher Assessment and Nonverbal Communication: The State of the Arts.
14p. 1mf. L1 ED 249 549

Teacher Effects.
25p. 1mf. L1 ED 249 585

Telecommunications.
15p. 1mf. L1 ED 249 361

Telecourses

Telecourses and Learning Laboratory Utilization: A Survey to Identify the Learner Population and Their Utilization Patterns for Long Range Planning.
24p. 1mf. L1 ED 249 835

Television

An Empirical Investigation of Media Program Preferences and Tastes.
21p. 1mf. L1 ED 249 543

Choosing Equipment and Setting Policies in Radio and Television Labs.
9p. 1mf. L1 ED 249 560

Techniques in Television Drama: A Case for a Revised Dramaturgy.
15p. 1mf. L1 ED 249 534

Television Criticism: A Multifarious Approach.
70p. 1mf. L2 ED 249 557

Television Criticism

Television Criticism: A Multifarious Approach.
70p. 1mf. L2 ED 249 557

Television Curriculum

"TV's Sort of...Just There": Critical Television Viewing Skills.
26p. 1mf. L1 ED 249 945

Public Access Cable Television: Extending the Production Laboratory for College Students.
18p. 1mf. L1 ED 249 565

Television Research

Parental Discretion Advised: Televised Warning Statements and Parental Attitudes.
18p. 1mf. L1 ED 249 564

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume V. Appendices to Technical Report.
257p. 3mf. L1 ED 249 953

Techniques in Television Drama: A Case for a Revised Dramaturgy.
15p. 1mf. L1 ED 249 534

Television and Its News: A Discrepancy Examination.
26p. 1mf. L1 ED 249 553

Television Viewing

"ThinkAbout" Cluster Evaluation: Collecting Information.
305p. 4mf. L1 ED 249 946

"TV's Sort of...Just There": Critical Television Viewing Skills.
26p. 1mf. L1 ED 249 945

Parental Discretion Advised: Televised Warning Statements and Parental Attitudes.
18p. 1mf. L1 ED 249 564

(Continued)

Employee's Manual. Office Occupations.
19p. 1mf. L1 ED 249 397

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet I. Office Occupations.
119p. 2mf. L1 ED 249 398

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet IV. Office Occupations.
32p. 1mf. L1 ED 249 401

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employer's Manual. Office Occupations.
265p. 3mf. L1 ED 249 396

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet II. Office Occupations.
67p. 1mf. L1 ED 249 399

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet V. Office Occupations.
39p. 1mf. L1 ED 249 402

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet III. Office Occupations.
94p. 1mf. L1 ED 249 400

Uganda

The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.
132p. 2mf. L1 ED 250 154

Ulster County Community College NY

Prototype Educational Delivery System Using Water Quality Monitoring as a Model.
55p. 1mf. L1 ED 249 351

Undergraduate Students

Integrated Programs Sequenced to Enrich the Cognitive and Affective Skills of Minority Students Seeking Health Professional Training.
7p. 1mf. L1 ED 249 872

Minority Students at the University of Wisconsin-Milwaukee: Who Are They and How Are They Doing?
25p. 1mf. L1 ED 249 828

The Many Sides of Undergraduate Advisors.
10p. 1mf. L1 ED 249 915

Undergraduate Financial Planning and Debt Management Brochure.
36p. 1mf. L1 ED 249 912

Undocumented Immigrants

Gateway: Deportation. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
45p. 1mf. L2 ED 250 269

Unemployment

Investing in America's Future. A Policy Statement.
47p. 1mf. L1 ED 250 416

Unions

Institutional Units and Campuses with Faculty Collective Bargaining Agents. Special Report #12: Update. 37p. 1mf. L2 ED 250 030

United Kingdom

United Kingdom: Medical Laboratory Science, Occupational Therapy, Physiotherapy. A Study of These Programs and a Guide to the Academic Placement of Students from These Programs in Educational Institutions of the United States. 195p. 3mf. L2 ED 249 903

United Nations

Education for International Understanding. Report of Regional Seminar on the Development of Unesco Associated Schools Project in Asia and the Pacific (Seoul, Republic of Korea, October 27-31, 1981). 118p. 2mf. L1 ED 250 244

United States (Rocky Mountain States)

Children, Youth, and Families of the Mountain West. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First session (Salt Lake City, UT, December 6, 1983). 294p. 4mf. L1 ED 250 107

United States (South)

Fact Book on Higher Education in the South, 1983 and 1984. 92p. 1mf. L1 ED 249 852

Sex Equity in the Liberal Arts and Sciences: Policy Implementation via Gender-Balancing the Curriculum in Southern Institutions of Higher Education. 44p. 1mf. L1 ED 249 854

United States Constitution

An Analysis of Films on the U.S. Constitution. Research Report 85. 22p. 1mf. L1 ED 249 970

United States History

An Outline of North Carolina History. 205p. 3mf. L1 ED 250 228

United States Literature

Three American Literatures: Essays in Chicano, Native American, and Asian-American Literature for Teachers of American Literature. p. 65mf. L3 ED 249 529

Universities

Collaboration for Educational Excellence and Equity. 16p. 1mf. L1 ED 250 272

University of Delaware

The Ninth Summative Report of the Office of Computer-Based Instruction. 287p. 3mf. L1 ED 249 865

University of Kentucky

Telecourses and Learning Laboratory Utilization: A Survey to Identify the Learner Population and Their Utilization Patterns for Long Range Planning. 24p. 1mf. L1 ED 249 835

University of New Hampshire

Restructuring Teacher Education: The University of New Hampshire's Five Year Program. 52p. 1mf. L1 ED 250 310

University of North Dakota

The Study Group: Faculty Helping Themselves to Improve Their Instructional Abilities. College Teaching Monograph. 21p. 1mf. L1 ED 249 908

University of Southern Maine

Gerontology Training for Adult Educators: The Experience of the University of Southern Maine. 3[illegible]p. 1mf. L1 ED 249 372

University of Texas Austin

Faculty Opinions of the Course Instructor Survey Program at U.T. Austin. RB-83-13. 145p. 2mf. L1 ED 250 347

University of Washington

Integrated Programs Sequenced to Enrich the Cognitive and Affective Skills of Minority Students Seeking Health Professional Training. 7p. 1mf. L1 ED 249 872

University of Wisconsin Milwaukee

Minority Students at the University of Wisconsin-Milwaukee: Who Are They and How Are They Doing? 25p. 1mf. L1 ED 249 828

Urban American Indians

Contemporary Issues Reader One: A Humanistic View of Diversity and Commonality in the Tribal and American Indian Community. 75p. 1mf. L2 ED 250 119

Urban Areas

Factors Associated with the Academic Performance of Marginal Students in an Urban College Setting. 113p. 2mf. L1 ED 249 838

Urban Schools

All That Glitters: Public School/Private Sector Interaction in Twenty-Three U.S. Cities. 46p. 1mf. L1 ED 249 605

Use Studies

An Atlas of Illinois State University Affairs. 44p. 1mf. L1 ED 250 255

Die Offnungszieten der Hauptbibliothek der tu Wien im Urteil der Bibliotheksbenutzer. Report UBTUW-84-006 (The Opening Hours of the Main Library of the Technischen Universitat Wien as Seen by the Library Users). 52p. 1mf. L1 ED 250 000

Guidelines to Media Utilization: Lessons from Project Discovery. Research Report 64. 34p. 1mf. L1 ED 249 955

Interests in and Barriers to Computer Based Instruction of Psychology in Higher Education. 20p. 1mf. L1 ED 249 941

It Figures: A Survey of Users. Research Report 92. 37p. 1mf. L1 ED 249 975

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume IV. A View of Viewers: Observations on the Response to and Classroom Use of "ThinkAbout." 123p. 2mf. L1 ED 249 952

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use. 181p. 2mf. L1 ED 249 951

Research on the Introduction, Use, and Impact of "ThinkAbout" Instructional Television Series. Volume II. "ThinkAbout": Teacher Use and Student Response in Three Classrooms. 193p. 3mf. L1 ED 249 950

Telecourses and Learning Laboratory Utilization: A Survey to Identify the Learner Population and Their Utilization Patterns for Long Range Planning. 24p. 1mf. L1 ED 249 835

Utah

Action Goals of the Utah State Board of Education, Commencing in 1984. 14p. 1mf. L1 ED 249 [illegible]42

Validity

The Efficacy of Multidimensional Line-Printer Graphics for Cluster Recovery. 22p. 1mf. L1 ED 250 390

Validity of DSM-III Alcoholism Diagnoses: Inadequacy of the "Medical Model." 16p. 1mf. L1 ED 249 443

Vallejo Unified School District CA

Improving Instruction with School-Site Support Teams. 12p. 1mf. L1 ED 249 594

Values

Adolescent Morality: Social Responsibility versus Alienation. Unit for Child Studies. Selected Papers Number 26. 12p. 1mf. L1 ED 250 094

The Relationship between the Values and Attitudes of Department Heads of Administration and Educational Leadership toward Selected Educational Innovations in the Southeastern United States. 12p. 1mf. L1 ED 249 829

Verbal Ability

Individual Differences in Cognition: Verbal Ability, Clustering, and Retrieval Speed. 30p. 1mf. L1 ED 250 357

Verbal Learning

Cognition in Fifth and Sixth Grade Children. Skills Essential to Learning Television Project: Working Paper. 26p. 1mf. L1 ED 249 979

Learning Characteristics of Gifted Youths: Precocious Strategy Use. 21p. 1mf. L1 ED 249 690

Verbal Stimuli

The Effects of Age and Modality on Digit Span Performance. 11p. 1mf. L1 ED 249 418

Verbs

Integration of Information during Language Comprehension: A Developmental Study. 10p. 1mf. L1 ED 249 777

Learning Not to Overgeneralize. 9p. 1mf. L1 ED 249 781

On Marking Time without Aspect in Child Language. 11p. 1mf. L1 ED 249 789

Veterans

The Emergency Veterans' Job Training Act of 1983. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Eighth Congress, Second Session. 190p. 2mf. L1 ED 249 356

Victorian Age

Images of Women in American Stereographs, 1870-1920. 39p. 1mf. L1 ED 250 221

Video Equipment

Choosing Equipment and Setting Policies in Radio and Television Labs. 9p. 1mf. L1 ED 249 560

Videotape Recordings

Perspectives on the Social Studies: Report for the Agency for Instructional Television. Research Report 78. 91p. 1mf. L1 ED 249 965

Status of Social Studies Teaching: Practices in Secondary Schools. Research Report 79. 77p. 1mf. L1 ED 249 966

Student-to-Student: "Welcome to Georgetown." 24p. 1mf. L1 ED 249 769

Violence

Alternatives to Violence: A Manual for Teaching Peacemaking to Youth and Adults. 137p. 2mf. L1 ED 250 254

Virgin Islands

Venture into the Vibrant Virgin Islands. 14p. 1mf. L1 ED 250 245

Virginia State University

Vocational Education Programs at Virginia State University: Successful Features. 43p. 1mf. L1 ED 249 352

Visitation Rights

Patterns and Implications of Child Support and Enforcement Practices for Children's Well-Being. Working Paper No. 128. 18p. 1mf. L2 ED 250 079

Visual Arts

The Research and Development Function of the 1983 Getty Institute for Educators on the Visual Arts. 18p. 1mf. L1 ED 250 246

Visual Impairments

Communication Difficulties and Visually Handicapped People. 10p. 1mf. L1 ED 249 675

Developmental Levels and Suggested Learning Activities for the Visually Impaired Preschool Child. A Special Report. 22p. 1mf. L1 ED 249 699

From Crib to Kindergarten: A Continuum of Needs of the Visually Impaired Preschooler. 19p. 1mf. L1 ED 249 697

Mobility and Mobility Aids for Visually Handicapped Individuals. Bibliography, No. 84-1. 45p. 1mf. L1 ED 249 716

Teaching English as a Foreign Language to the Visually Handicapped. 10p. 1mf. L1 ED 249 808

The Visually Impaired Preschooler with an Emphasis on Medical Intervention. 21p. 1mf. L1 ED 249 698

Visual Learning

An Effective Strategy to Design Mediated Instruction for Female Adults--Compositional Syntactic Placement. 55p. 1mf. L1 ED 249 369

Verbal Deficit in Learning Disabilities: Electrophysiological Evidence for Visuospatial Processing Predominance. 16p. 1mf. L1 ED 249 682

Visual Literacy

Techniques in Television Drama: A Case for a Revised Dramaturgy. 15p. 1mf. L1 ED 249 534

The Effect of Selected Cinemagraphic Elements on Audience Perception of Mediated Concepts. 16p. 1mf. L1 ED 249 490

Visual Perception

"Scissors, Paper, Stone": Perceptual Foundations of Noun Classifier Systems. 10p. 1mf. L1 ED 249 787

The Effects of Imagining and Perceiving on Problem Solving Strategies. 15p. 1mf. L1 ED 250 345

Visual Stimuli

The Effect of Selected Cinemagraphic Elements on Audience Perception of Mediated Concepts. 16p. 1mf. L1 ED 249 490

The Effects of Age and Modality on Digit Span Performance. 11p. 1mf. L1 ED 249 418

Visually Handicapped Mobility

Mobility and Mobility Aids for Visually Handicapped Individuals. Bibliography, No. 84-1. 45p. 1mf. L1 ED 249 716

Vocabulary

Spanish: Familiarization and Short-Term Training. 567p. 6mf. L1 ED 249 792

Vocabulary Development

Chippy's Computer Numbers. 31p. 1mf. L2 ED 249 493

Chippy's Computer Words. 29p. 1mf. L2 ED 249 492

The Junior Computer Dictionary. 101 Useful Words and Definitions to Introduce Students to Computer Terminology. 67p. 1mf. L2 ED 249 494

Vocational Adjustment

Surviving the Transition from Graduate Student to Assistant Professor. 11p. 1mf. L1 ED 249 867

Vocational Education

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research. 111p. 2mf. L1 ED 249 354

Assessment of Competencies Possessed by Students Enrolled in the Fundamentals of Agribusiness and Natural Resources Occupations Program. A Report of Research. 94p. 1mf. L1 ED 249 353

Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Ornamental Horticulture Component. A Report of Research. 43p. 1mf. L1 ED 249 355

Develop a Personal Philosophy Concerning Vocational Student Organizations. Second Edition. Module H-1 of Category H--Vocational Student Organization. Professional Teacher Education Module Series. 33p. 1mf. L1 ED 249 373

Promoting Economic Development through Entrepreneurship Training and Education. A Selection of Speeches from the Seminar (Hawaii, February 16-17, 1984). 33p. 1mf. L1 ED 249 825

The Development of a Course of Study Planning Guide for Vocational Agriculture. 256p. 3mf. L1 ED 249 349

Tractor & Machinery Safety. 1984 Revision. 112p. 2mf. L1 ED 249 350

Transition from School to Work for Handicapped Adolescents: Swedish Position Report to the OECD/CERI Project concerning the Education of Handicapped Adolescents--Innovative Approaches in the Transition to Adult and Working Life. 144p. 2mf. L1 ED 249 741

Vocational Education Programs at Virginia State University: Successful Features. 43p. 1mf. L1 ED 249 352

Vocational Evaluation

Self-Directed Program for Developing Teacher and Administrator Evaluation Procedures. 143p. 2mf. L1 ED 249 570

Vocational Followup

Item Bank: Student and College Outcomes. Improving Community College Evaluation and Planning. 134p. 2mf. L1 ED 250 046

Vocational Interests

Expressed and Tested Vocational Interests of Vocational Technical Students versus Non-College Bound Students Using the Career Assessment Inventory. 16p. 1mf. L1 ED 249 415

Vocational Rehabilitation

Oversight and Reauthorization Hearing on the Rehabilitation Act of 1983. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session (March 21 and 23, 1983). 446p. 5mf. L1 ED 249 748

Rehabilitation Amendments of 1983. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, First Session on S. 1340, To Revise and Extend the Rehabilitation Act of 1973 and to Extend the Developmental Disability Assistance and Bill of Rights Act, and for Other Purposes. (Midvale, Utah). 102p. 2mf. L1 ED 249 754

Volunteers

Franklin Elementary School Tutorial Enrichment Program in Elementary Education. 62p. 1mf. L1 ED 250 075

Voter Registration

Voter Information and Education Programs 2: Voter Education Programs in the Schools. 74p. 1mf. L1 ED 250 252

Voting

Voter Information and Education Programs 2: Voter Education Programs in the Schools. 74p. 1mf. L1 ED 250 252

Wales

The Current Provision for Further and Higher Education in Wales. Coombe Lodge Working Paper. Information Bank Number 1627. 14p. 1mf. L1 ED 249 857

Waste Water

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement XVIII. 216p. 3mf. L1 ED 250 179

Water Pollution

Measuring the Benefits of Clean Air and Water. 165p. 2mf. L2 ED 250 207

Water Quality

Measuring the Benefits of Clean Air and Water. 165p. 2mf. L2 ED 250 207

Prototype Educational Delivery System Using Water Quality Monitoring as a Model. 55p. 1mf. L1 ED 249 351

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement XVIII. 216p. 3mf. L1 ED 250 179

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Student Manual. 31p. 1mf. L1 ED 250 184

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Teacher's Guide. 43p. 1mf. L1 ED 250 183

Water Resources

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement XVIII. 216p. 3mf. L1 ED 250 179

Water Treatment

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement XVIII. 216p. 3mf. L1 ED 250 179

Waves (Water)

Basic Principles of Sea and Swell. A Programmed Unit of Instruction. 43p. 1mf. L1 ED 250 200

Wechsler Adult Intelligence Scale (Revised)

An Analysis of WAIS-R Performance by Sample Stratification Variables Used during Standardization. 24p. 1mf. L1 ED 249 409

Well Being

Education in Healthy Lifestyles: Curriculum Implications. Fastback 216. 48p. 1mf. L1 ED 250 277

Social Support and Well-Being in an At-Risk Elderly Population. 19p. 1mf. L1 ED 249 421

West Germany

Research in Science Education in the Federal Republic of Germany. 36p. 1mf. L1 ED 250 165

Western Association of Schools and Colleges

Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four. 73p. 1mf. L1 ED 250 039

White House Conference Library Info Service

White House Conference on Library and Information Services Follow-Up Inquiry. State/Territory Agency Responses. 40p. 1mf. L1 ED 249 998

White Students

Minority Students at the University of Wisconsin-Milwaukee: Who Are They and How Are They Doing? 25p. 1mf. L1 ED 249 828

Whole Numbers

Alternative Problem Solving in Mathematics, Grade 4-6. Lane County Mathematics Project. With Teacher's Commentary and Answers. 302p. 4mf. L1 ED 250 214

Widowed

Understanding Funeralization and Post-Funeralization Rituals: The Facilitation of Grief Work. 11p. 1mf. L1 ED 249 432

Wildlife

Habitat Is Where It's At. A Coloring Book about Wildlife Habitat. 24p. 1mf. L1 ED 2[illegible] 193

Wisconsin

The History of Wisconsin's General State Aid Formula for Elementary and High School Districts. Bulletin No. 4324. 225p. 3mf. L1 ED 249 648

Wisconsin Writing Project

Guide to Building Self-Esteem through Writing. 58p. 1mf. L1 ED 249 511

Guide to Teaching Research and Report Writing. 43p. 1mf. L1 ED 249 514

Guide to Teaching Self/Peer Editing. 35p. 1mf. L1 ED 249 513

Guide to Using the Computer in the Writing Process. 58p. 1mf. L1 ED 249 520

Withdrawal (Education)

An Attrition Study of the Off Duty Air Force Education Program at McConnell AFB. 18p. 1mf. L1 ED 249 370

Women Faculty

Surviving the Transition from Graduate Student to Assistant Professor. 11p. 1mf. L1 ED 249 867

Womens Education

Challenge for Third-World Education: Changing Male/Female Literacy in Pakistan. 23p. 1mf. L1 ED 249 469

Womens Educational Equity Act

Hearing on Women's Educational Equity Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 11 To Extend through Fiscal Year 1989 the Authorization of Appropriations for Certain Education Programs, and for Other Purposes. 210p. 3mf. L1 ED 250 226

Womens Studies

Attitude Change in Women's Studies Courses: A Field Study. 15p. 1mf. L1 ED 250 233

Sex Equity in the Liberal Arts and Sciences: Policy Implementation via Gender-Balancing the Curriculum in Southern Institutions of Higher Education. 44p. 1mf. L1 ED 249 854

Word Order

The Acquisition of Pragmatic Word Order in Sesotho. 9p. 1mf. L1 ED 249 788

Word Processing

Classroom Software for the Information Age. Technical Report No. 23. 12p. 1mf. L1 ED 249 933

Computers in Composition: A Bibliography of Research and Practice. 22p. 1mf. L1 ED 249 499

CPT Word Processing Instructional Materials. 219p. 3mf. L1 ED 249 360

Educational Software Tools: Designing a Text Editor for Children. Technical Report No. 8. 12p. 1mf. L1 ED 249 928

Guide to Using the Computer in the Writing Process. 58p. 1mf. L1 ED 249 520

Student Writers and Word Processors: A Case Study. 35p. 1mf. L1 ED 249 491

The Word Processing Approach to Language Experience. 14p. 1mf. L1 ED 249 465

What Research Tells Us about Composing and Computing. 22p. 1mf. L1 ED 249 497

Working Hours

Die Offnungszieten der Hauptbibliothek der tu Wien im Urteil der Bibliotheksbenutzer. Report UBTUW-84-006 (The Opening Hours of the Main Library of the Technischen Universitat Wien as Seen by the Library Users). 52p. 1mf. L1 ED 250 000

Worksheets

The Turnstile: A Management System for Individualizing Instruction in Programs for Gifted and Talented. 31p. 1mf. L1 ED 250 118

Workshops

Entrepreneurial Training for Refugees: A Training Guide. 63p. 1mf. L1 ED 250 424

World Bank

Population Growth and Economic and Social Development. 11p. 1mf. L1 ED 250 234

World War I

Women's Participation in European Peace Movements: The Struggle to Prevent World War I. 40p. 1mf. L1 ED 250 241

Writing (Composition)

Academic Writing vs. Composition. 9p. 1mf. L1 ED 249 807

Cognitive Development in Writing. 15p. 1mf. L1 ED 249 505

Designing Text for Information Processing. Technical Report 86. 23p. 1mf. L1 ED 249 940

Planning Creative Writing Activities for Educable Mentally Handicapped Adolescents. 16p. 1mf. L1 ED 249 709

Staging and Text Comprehensibility: It's What's "Up Front" That Counts. 27p. 1mf. L2 ED 249 473

Teaching Independent Reflective Processes in Writing: A Follow-Up Study. 11p. 1mf. L1 ED 249 522

The Child as Critic: Teaching Literature in Elementary and Middle Schools. Second Edition. p. 68mf. L3 ED 249 527

The Rhetoric of the Resume. 10p. 1mf. L1 ED 249 537

Writing a Writing Assessment: Saying What You Want to Say Isn't as Simple as It Seems. 54p. 1mf. L1 ED 249 507

Writing Stages: A Developmental Hierarchy. 12p. 1mf. L1 ED 249 496

Writing Apprehension

Relationships among Writing Ability, Grade Level, Writing Apprehension and Knowledge of Composing as a Process in Secondary School Students. 28p. 1mf. L1 ED 249 523

Writing Evaluation

Case Study, Course Study: A Contextualized Investigation of a Writing Course. 29p. 1mf. L1 ED 249 487

Cognitive Development in Writing. 15p. 1mf. L1 ED 249 505

Guide to Teaching Self/Peer Editing. 35p. 1mf. L1 ED 249 513

Handwriting Manual for Primary Teachers in Somalia. African Studies in Curriculum Development & Evaluation No. 61. 61p. 1mf. L1 ED 249 486

The Assessment of Writing Ability: A Review of Research. 53p. 1mf. L1 ED 250 332

Writing a Writing Assessment: Saying What You Want to Say Isn't as Simple as It Seems. 54p. 1mf. L1 ED 249 507

Writing Exercises

Academic Writing vs. Composition. 9p. 1mf. L1 ED 249 807

Guide to Journal Writing. 59p. 1mf. L1 ED 249 519

Guide to Stimulating Student Writing. 39p. 1mf. L1 ED 249 516

Writing for Publication

Improving Internal Communication. 141p. 2mf. L2 ED 249 842

Writing Habits and Productivity in Technical Writing. 9p. 1mf. L1 ED 249 502

Writing Habits

Writing Habits and Productivity in Technical Writing. 9p. 1mf. L1 ED 249 502

Writing Improvement

An Analysis of the Interaction between Students' Epistemological Assumptions and the Composing Process. 16p. 1mf. L1 ED 249 503

Writing Instruction

Academic Writing vs. Composition. 9p. 1mf. L1 ED 249 807

An Analysis of the Interaction between Students' Epistemological Assumptions and the Composing Process. 16p. 1mf. L1 ED 249 503

Case Study, Course Study: A Contextualized Investigation of a Writing Course. 29p. 1mf. L1 ED 249 487

Computers in Composition: A Bibliography of Research and Practice. 22p. 1mf. L1 ED 249 499

English Pyramids: Using Hierarchical Diagrams for Communication Activities. 29p. 1mf. L1 ED 249 816

Guide to Building Self-Esteem through Writing. 58p. 1mf. L1 ED 249 511

Guide to Easing Writing's Rigors: Having Fun with Language. 118p. 2mf. L1 ED 249 517

Guide to Expository Writing. 97p. 2mf. L1 ED 249 518

Guide to Journal Writing. 59p. 1mf. L1 ED 249 519

Guide to Stimulating Student Writing. 39p. 1mf. L1 ED 249 516

Guide to Teaching Creative Writing: Fiction. 42p. 1mf. L1 ED 249 515

Guide to Teaching Research and Report Writing. 43p. 1mf. L1 ED 249 514

Guide to Teaching Self/Peer Editing. 35p. 1mf. L1 ED 249 513

Guide to Using the Computer in the Writing Process. 58p. 1mf. L1 ED 249 520

Handwriting and the Pupil. 19p. 1mf. L1 ED 250 073

Handwriting Manual for Primary Teachers in Somalia. African Studies in Curriculum Development & Evaluation No. 61. 61p. 1mf. L1 ED 249 486

Literacy Instruction in American Schools: Problems and Perspectives. 54p. 1mf. L1 ED 249 475

Notes to Teachers of Basic Writing: An Instructor's Guidebook. 42p. 1mf. L1 ED 250 035

Peter Elbow's "Believing Game": A Focus for a Writing Conference. 13p. 1mf. L1 ED 249 510

Process-Oriented Writing Instruction in a Case-Method Class. 16p. 1mf. L1 ED 249 500

Results of the Survey of Community Colleges on the Teaching of Writing. Illinois Community College Board Report to the Illinois Board of Higher Education. 12p. 1mf. L1 ED 250 051

Student Writers and Word Processors: A Case Study. 35p. 1mf. L1 ED 249 491

Teaching Conceptual Paragraphs in EST Courses: A Practical Technique. 12p. 1mf. L1 ED 249 766

The ALAN Review. Fall 1984. 33p. 1mf. L1 ED 249 [illegible]32

The Word Processing Approach to Language Experience. 14p. 1mf. L1 ED 249 465

They All Want to Write: Written English in the Elementary School. Fourth Edition. p. 38mf. L3 ED 249 526

What Research Tells Us about Composing and Computing. 22p. 1mf. L1 ED 249 497

Writing Programs. 21p. 1mf. L2 ED 249 850

Writing Processes

Guide to Teaching Creative Writing: Fiction. 42p. 1mf. L1 ED 249 515

Guide to Using the Computer in the Writing Process. 58p. 1mf. L1 ED 249 520

Notes to Teachers of Basic Writing: An Instructor's Guidebook. 42p. 1mf. L1 ED 250 035

Process-Oriented Writing Instruction in a Case-Method Class. 16p. 1mf. L1 ED 249 500

Relationships among Writing Ability, Grade Level, Writing Apprehension and Knowledge of Composing as a Process in Secondary School Students. 28p. 1mf. L1 ED 249 523

Student Writers and Word Processors: A Case Study. 35p. 1mf. L1 ED 249 491

Study in the Development of Discourse Competence: David: A Six-Year-Old Discovers Authorship. 77p. 1mf. L1 ED 249 521

Teaching Independent Reflective Processes in Writing: A Follow-Up Study. 11p. 1mf. L1 ED 249 522

What Research Tells Us about Composing and Computing. 22p. 1mf. L1 ED 249 497

Writing Programs

Guide to Integrating Language Arts. 52p. 1mf. L1 ED 249 512

Writing Readiness

They All Want to Write: Written English in the Elementary School. Fourth Edition. p. 38mf. L3 ED 249 526

Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 2: The Second Grade Data. 135p. 2mf. L1 ED 249 535

Writing Research

Case Study, Course Study: A Contextualized Investigation of a Writing Course. 29p. 1mf. L1 ED 249 487

Developmental Trends in the Use of Cues for Establishing the Identity of Referents in Written Discourse. 32p. 1mf. L1 ED 249 479

Process-Oriented Writing Instruction in a Case-Method Class. 16p. 1mf. L1 ED 249 500

(Continued)

Writing Research *(Continued)*

Relationships among Writing Ability, Grade Level, Writing Apprehension and Knowledge of Composing as a Process in Secondary School Students.
28p. 1mf. L1 ED 249 523

Study in the Development of Discourse Competence: David: A Six-Year-Old Discovers Authorship.
77p. 1mf. L1 ED 249 521

Teaching Independent Reflective Processes in Writing: A Follow-Up Study.
11p. 1mf. L1 ED 249 522

Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 2: The Second Grade Data.
135p. 2mf. L1 ED 249 535

What Research Tells Us about Composing and Computing.
22p. 1mf. L1 ED 249 497

Writing Habits and Productivity in Technical Writing.
9p. 1mf. L1 ED 249 502

Writing Skills

Handwriting Manual for Primary Teachers in Somalia. African Studies in Curriculum Development & Evaluation No. 61.
61p. 1mf. L1 ED 249 486

Janice: Becoming a Writer of English.
23p. 1mf. L1 ED 249 760

Notes to Teachers of Basic Writing: An Instructor's Guidebook.
42p. 1mf. L1 ED 250 035

Relationships among Writing Ability, Grade Level, Writing Apprehension and Knowledge of Composing as a Process in Secondary School Students.
28p. 1mf. L1 ED 249 523

Writing Habits and Productivity in Technical Writing.
9p. 1mf. L1 ED 249 502

Written Language

Guide to Easing Writing's Rigors: Having Fun with Language.
118p. 2mf. L1 ED 249 517

Learning to Read English as a Second Language: Effects of First Language Script System and Cultural/Educational Background.
19p. 1mf. L1 ED 249 759

Young Adults

Some Observations on the Syntactic Development of Discourse beyond Childhood.
10p. 1mf. L1 ED 249 776

Young Children

Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.
53p. 1mf. L2 ED 250 080

Parents and Nutrition.
16p. 1mf. L1 ED 250 074

Sleep Problems, Overtiredness and Overanxiety and Frustrating Children: From Birth to Preschool. Unit for Child Studies. Selected Papers Number 24.
16p. 1mf. L1 ED 250 092

The Microcomputer as a Medium for Young Children. Technical Report No. 26.
16p. 1mf. L2 ED 249 923

Youth Awareness Program DC

An Evaluation of the Youth Awareness Program (YAP), School Year 1983-84.
42p. 1mf. L1 ED 250 415

Youth Employment

Community Based Organizations. The Challenges of the Job Training Partnership Act.
28p. 1mf. L1 ED 249 345

Investing in America's Future. A Policy Statement.
47p. 1mf. L1 ED 250 416

Program Effects of JTPA on Community-Based Organizations.
32p. 1mf. L1 ED 249 344

What's Happening to CBOs under JTPA and Where Do We Go from Here? Highlights of the NYEC Survey.
22p. 1mf. L1 ED 249 343

Zero Base Budgeting

The Legacy of Rational Budgeting Models in Education and a Proposal for the Future. Project Report No. 83-A21.
75p. 1mf. L1 ED 249 621

Zoos

Issues regarding Nonformal Evaluation of Nonformal Education in Zoos.
19p. 1mf. L1 ED 250 172

1984 (Title)

Orwell and Language Study.
64p. 1mf. L2 ED 249 524

Academic Collective Bargaining Information Service, Washington, D.C.

Institutional Units and Campuses with Faculty Collective Bargaining Agents. Special Report #12: Update.
37p. 1mf. L2 ED 250 030

Administration for Children, Youth, and Families (DHHS), Washington, D.C.

An Impact Evaluation of the Resource Access Projects, 1982-1983.
245p. 3mf. L1 ED 250 069

An Impact Evaluation of the Resource Access Projects, 1981-1982.
352p. 4mf. L1 ED 250 077

Administration on Aging (DHHS), Washington, D.C.

Computerized Information Management in Long-Term Care: A Case Study. Technical Report No. 303.
29p. 1mf. L1 ED 249 442

African Curriculum Organisation.

Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.
66p. 1mf. L1 ED 250 168

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.
45p. 1mf. L2 ED 249 501

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.
102p. 2mf. L2 ED 249 464

Handwriting Manual for Primary Teachers in Somalia. African Studies in Curriculum Development & Evaluation No. 6[illegible].
61p. 1mf. L1 ED 249 486

Investigation of Problems of Implementing Curriculum in Primary Schools in Somalia. African Studies in Curriculum Development & Evaluation.
34p. 1mf. L1 ED 250 167

Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.
89p. 1mf. L2 ED 250 083

Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.
63p. 1mf. L2 ED 250 082

The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.
132p. 2mf. L1 ED 250 154

California Univ., Berkeley. Lawrence Hall of Science.

Clarifying the "A" in CAI for Learners of Different Abilities. Assessing the Cognitive consequences of Computer Environments for Learning (ACCCEL).

33p. 1mf. L1 ED 250 177

Policy Issues in Computer Education. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

44p. 1mf. L1 ED 250 175

Spider World: A Robot Language for Learning to Program. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

29p. 1mf. L1 ED 250 178

Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

26p. 1mf. L1 ED 250 176

California Univ., Los Angeles. American Indian Studies Center.

Hualapai Reference Grammar.

599p. 7mf. L1 ED 250 132

California Univ., San Diego. Laboratory of Comparative Human Cognition.

Mislabeled, but Not Misidentified. Final Progress Report. 7/1/80-6/30/81.

36p. 1mf. L1 ED 249 740

California Univ., Santa Barbara. Dept. of Psychology.

Using Interactive Computing to Expand Intelligence Testing: A Critique and Prospectus. Report No. 84-2.

85p. 1mf. L1 ED 250 320

Canadian Foundation for Economic Education, Toronto.

Trade-offs: What the Research Is Saying.

27p. 1mf. L1 ED 249 968

Carnegie Corp. of New York, N.Y.

"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.

17p. 1mf. L2 ED 249 924

Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.

51p. 1mf. L1 ED 250 421

Classroom Software for the Information Age. Technical Report No. 23.

12p. 1mf. L1 ED 249 933

Further Education Staff Coll., Blagdon (England).

Open Learning: Resource Allocation and Control. Coombe Lodge Working Paper. Information Bank Number 1610.
15p. 1mf. L1 ED 250 016

The Current Provision for Further and Higher Education in Wales. Coombe Lodge Working Paper. Information Bank Number 1627.
14p. 1mf. L1 ED 249 857

Gallaudet Research Inst., Washington, DC.

Out-of-Level Testing with the Stanford Achievement Test (Seventh Edition): A Procedure for Assigning Students to the Correct Battery Level.
45p. 1mf. L1 ED 250 368

General Electric Foundation, Ossining, N.Y.

Public Services in Research Libraries. Preliminary Reports from the Public Services Research Projects: University of Arizona, Cornell University, University of Illinois, Michigan State University, New York University, Pennsylvania State University, and Texas A & M University.
73p. 1mf. L2 ED 249 992

Public Services in Research Libraries: A Self-Study. The Newberry Library.
54p. 1mf. L2 ED 250 006

General Mills Foundation, Wayzata, Minn.

"On the Level". Formative Evaluation: Alone vs. Lonely. Research Report 74.
47p. 1mf. L1 ED 249 961

"On the Level". Formative Evaluation: Career Aspirations. Research Report 75.
49p. 1mf. L1 ED 249 962

"On the Level". Formative Evaluation: Changing Family Relationships. Research Report 73.
39p. 1mf. L1 ED 249 960

"On the Level". Formative Evaluation: Conflict/Feelings/Self-Concept. Research Report 71.
77p. 1mf. L1 ED 249 958

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.
48p. 1mf. L1 ED 249 959

Secondary Health Project: Concepts Review. Research Report 70.
60p. 1mf. L1 ED 249 957

George Gund Foundation, Cleveland, Ohio.

"On the Level". Formative Evaluation: Alone vs. Lonely. Research Report 74.

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.
Research: A Report of the Planning and Research Branch.
76p. 1mf. L1 ED 250 133

Marine Maritime Academy, Castine.
Basic Principles of Sea and Swell. A Programmed Unit of Instruction.
43p. 1mf. L1 ED 250 200

Maryland State Dept. of Education, Baltimore.
Maryland Accountability Testing Program Annual Report. School Year 1982-1983.
141p. 2mf. L1 ED 250 364

Maryland Accountability Testing Program Annual Report. School Year 1981-1982.
143p. 2mf. L1 ED 250 363

Maryland Univ., College Park. Counseling Center.
Sex Differences in Student Attitudes and Behavior toward Drugs over a Decade. Research Report 8-83.
16p. 1mf. L1 ED 249 455

Sex Differences in Student Sexual Attitudes and Behaviors: A Ten Year Comparison. Research Report 7-83.
15p. 1mf. L1 ED 249 454

McGill Univ., Montreal (Quebec). McLennan Library.
Caribbeana: A Guide to Reference Sources.
9p. 1mf. L1 ED 250 [illegible]36

Economics: A Guide to Reference Sources.
18p. 1mf. L1 ED 250 235

Memphis State Univ., TN. Center for Research on Women.
Selected Bibliography of Social Science Readings on Women of Color.
33p. 1mf. L2 ED 250 258

Mesa Public Schools, AZ. Dept. of Research and Evaluation.
Effects of Multigrade Grouping on Elementary Student Achievement in Reading and Mathematics. RR-48.
143p. 2mf. L1 ED 250 327

The Mesa Unified School District Advanced Placement Program--Perspectives of Former Students. Research Report 52.
62p. 1mf. L1 ED 250 366

Michigan Library, Lansing.
Library of Michigan Long-Range Plan, 1 October 1984 to 30 September 1987.
33p. 1mf. L1 ED 249 990

Michigan State Board of Education, Lansing.
Michigan Occupational Information System (MOIS) Application

(Continued)

National Science Foundation, Washington, D.C.

Which Is MINE/mine? Acquisition of Possessives in ASL and English.
9p. 1mf. L1 ED 249 784

National Study of School Evaluation, Arlington, Va.

Self-Directed Program for Developing Teacher and Administrator Evaluation Procedures.
143p. 2mf. L1 ED 249 570

National Swedish Board of Education, Stockholm.

Transition from School to Work for Handicapped Adolescents: Swedish Position Report to the OECD/CERI Project concerning the Education of Handicapped Adolescents--Innovative Approaches in the Transition to Adult and Working Life.
144p. 2mf. L1 ED 249 741

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

The Research on Higher Education Program. Swedish Research on Higher Education, 1984-5.
29p. 1mf. L1 ED 249 832

Native American Educational Services, Inc., Chicago, Ill.

Contemporary Issues Reader One: A Humanistic View of Diversity and Commonality in the Tribal and American Indian Community.
75p. 1mf. L2 ED 250 119

Naval Education and Training Program Development Center, Pensacola, Fla.

Introduction to Number Systems, Boolean Algebra, Logic Circuits. Navy Electricity and Electronics Training Series. Module 13.
107p. 2mf. L1 ED 250 152

Navy Personnel Research and Development Center, San Diego, Calif.

Spatial Performance, Cognitive Representation, and Cerebral Processes. Final Report.
23p. 1mf. L1 ED 250 375

Network of Innovative Schools, Inc., Andover, Mass.

Coordinating Assistance in School Improvement Efforts: Issues to Consider.
13p. 1mf. L1 ED 249 658

Defining Fidelity: A Cross-Study Analysis.
16p. 1mf. L1 ED 249 659

Emulation and Replication as a Scenario for Successful School Improvement.
13p. 1mf. L1 ED 249 660

External Facilitators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School

(Continued)

Special Education Programs (ED/OSERS), Washington, DC.

Out-of-Level Testing with the Stanford Achievement Test (Seventh Edition): A Procedure for Assigning Students to the Correct Battery Level.
45p. 1mf. L1 ED 250 368

Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.
27p. 1mf. L1 ED 249 723

Preschool Special Education. Research & Resources on Special Education: Issue V.
24p. 1mf. L1 ED 249 725

Program Evaluation for Effective Special Education. Research & Resources on Special Education: Issue IV.
23p. 1mf. L1 ED 249 724

Related Services for Handicapped Students: Legal Considerations. Research & Resources on Special Education: Issue II.
20p. 1mf. L1 ED 249 722

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.
19p. 1mf. L1 ED 249 726

Spencer Foundation, Chicago, Ill.

"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.
17p. 1mf. L2 ED 249 924

Children's Mental Models of Recursive Logo Programs. Technical Report No. 10.
13p. 1mf. L1 ED 249 929

Computers and Girls: Rethinking the Issues. Technical Report No. 24.
22p. 1mf. L2 ED 249 922

Consequences of the Transition into Junior High School on Social Comparison of Abilities and Achievement Motivation.
41p. 1mf. L1 ED 250 333

Logo Programming and the Development of Planning Skills. Technical Report No. 16.
56p. 1mf. L1 ED 249 930

On the Cognitive Effects of Learning Computer Programming: A Critical Look. Technical Report No. 9.
48p. 1mf. L2 ED 249 919

Agency for Instructional Television, Bloomington, Ind.

"On the Level" Final Report on Formative Evaluation. Research Report 77.
91p. 1mf. L1 ED 249 964

"On the Level". Formative Evaluation: Alone vs. Lonely. Research Report 74.
47p. 1mf. L1 ED 249 961

"On the Level". Formative Evaluation: Career Aspirations. Research Report 75.
49p. 1mf. L1 ED 249 962

"On the Level". Formative Evaluation: Changing Family Relationships. Research Report 73.
39p. 1mf. L1 ED 249 960

"On the Level". Formative Evaluation: Conflict/Feelings/Self-Concept. Research Report 71.
77p. 1mf. L1 ED 249 958

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.
48p. 1mf. L1 ED 249 959

"ThinkAbout" Cluster Evaluation: Collecting Information.
305p. 4mf. L1 ED 249 946

"ThinkAbout" Content Analysis: Final Report.
100p. 2mf. L1 ED 249 954

Affective Television in the Special Education Environment: The Use of "Inside/Out" with Learning Disabled and Emotionally Handicapped Boys. Research Report 66.
33p. 1mf. L1 ED 249 956

An Analysis of Films on the U.S. Constitution. Research Report 85.
22p. 1mf. L1 ED 249 970

Arts Education in Grades 6 through 9: A National Survey of Arts Teachers and Supervisors. Research Report 84.
45p. 1mf. L1 ED 249 969

Cognition in Fifth and Sixth Grade Children. Skills Essential to Learning Television Project: Working Paper.
26p. 1mf. L1 ED 249 979

Early Adolescence. Skills Essential to Learning Television Project: Working Paper.
19p. 1mf. L1 ED 249 976

Fifth and Sixth Graders: Their Attitudes about Parents, Peers, School, and Themselves. Skills Essential to Learning Television Projects: Research Report.
23p. 1mf. L1 ED 249 978

Formative Evaluation of "Taxes Influence Behavior" (Lesson #2) from "Tax Whys: Understanding Taxes". Research Report 91.
27p. 1mf. L1 ED 249 974

Formative Evaluation: Friendship/Peers/Prejudice/Thinking. Research Report 76.
15p. 1mf. L1 ED 249 963

Guidelines to Media Utilization: Lessons from Project Discovery.

Institutional Units and Campuses with Faculty Collective Bargaining Agents. Special Report #12: Update.
37p. 1mf. L2 ED 250 030

President Signs Technical Amendments bill for Chapters 1 and 2.
7p. 1mf. L1 ED 250 404

Processing and Data Distribution within the Research Libraries Information Network.
276p. 3mf. L1 ED 249 993

Carnegie Institution of Washington, Washington, DC.

The Earth's Core: How Does It Work? Perspectives in Science. Number 1.
35p. 1mf. L2 ED 250 199

Carrier Foundation, Belle Mead, NJ.

Attrition from an Adolescent Addiction Treatment Program: A Cross Validation.
15p. 1mf. L1 ED 249 444

Chapel Island Band Council, Cape Breton Island (Nova Scotia). Mi'kmawey School Board.

The Chapel Island Education Evaluation Report. Mi'kmaway School. The Micmac Way.
193p. 3mf. L1 ED 250 323

Charles Univ., Prague (Czechoslovakia).

Didactics of Geography. A Selected Bibliography for 1981. Information Bulletin.
247p. 3mf. L1 ED 250 217

Charles Univ., Prague (Czechoslovakia). Pedagogical Faculty.

Preschool Education 1980: Selective Bibliography. Part I and Part II.
827p. 9mf. L1 ED 250 056

Chicago Sun-Times Charity Trust, Ill.

Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.
82p. 1mf. L2 ED 250 260

Children's Mercy Hospital, Kansas City, MO.

Fun Food Experiences for Preschool Children with Handicaps.
101p. 2mf. L1 ED 249 730

Citizens' Council for Ohio Schools, Cleveland.

Citizen Guide to Children out of School: The Issues, Data, Explanations and Solutions to Absenteeism, Dropouts, and Disciplinary Exclusion.
51p. 1mf. L1 ED 250 421

City Univ. of New York, N.Y. Graduate School. Center for European Studies.

The Compleat University: Break from Tradition in Germany, Sweden and the U.S.A.
p. 32mf. L3 ED 249 821

Clarion State Coll., Pa.

Reference Service in Rural Public Libraries.
74p. 1mf. L2 ED 250 012

47p. 1mf. L1 ED 249 961

"On the Level". Formative Evaluation: Career Aspirations. Research Report 75.
49p. 1mf. L1 ED 249 962

"On the Level". Formative Evaluation: Changing Family Relationships. Research Report 73.
39p. 1mf. L1 ED 249 960

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.
48p. 1mf. L1 ED 249 959

"On the Level". Formative Evaluation: Conflict/Feelings/Self-Concept. Research Report 71.
77p. 1mf. L1 ED 249 958

Secondary Health Project: Concepts Review. Research Report 70.
60p. 1mf. L1 ED 249 957

George Peabody Coll. for Teachers, Nashville, Tenn.

Information Requirements of University Faculty. An Investigation into the Information Needs, Habits, and Attitudes of the Faculty of George Peabody College for Teachers of Vanderbilt University.
186p. 2mf. L1 ED 249 987

Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 2. Office Occupations.
25p. 1mf. L1 ED 249 406

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 3. Office Occupations.
19p. 1mf. L1 ED 249 407

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 1. Office Occupations.
35p. 1mf. L1 ED 249 405

Mae Conn and Associates. A Legal Secretary Position Simulation. Employee's Manual. Office Occupations.
52p. 1mf. L1 ED 249 404

Mae Conn and Associates. A Legal Secretary Position Simulation. Employer's Manual. Office Occupations.
138p. 2mf. L1 ED 249 403

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 4. Office Occupations.
101p. 2mf. L1 ED 249 408

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet IV. Office Occupations.
32p. 1mf. L1 ED 249 401

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet V. Office Occupations.
39p. 1mf. L1 ED 249 402

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employer's Manual. Office Occupations.
265p. 3mf. L1 ED 249 396

Training 1985.

95p. 1mf. L1 ED 249 359

Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.

Career Development Interpretive Report, 1983-4.

126p. 2mf. L1 ED 250 384

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Learning from Experience to Improve Outcomes in Reading: A Case Study. Research Series No. 149.

17p. 1mf. L1 ED 249 471

The Planning and Teaching Intermediate Science Study: Final Report. Research Series No. 147.

43p. 1mf. L1 ED 250 161

Michigan Univ., Ann Arbor. Center for Afroamerican and African Studies.

Configuration of Education and Culture: An African Experience.

760p. 8mf. L1 ED 250 239

Michigan Univ., Ann Arbor. Inst. for Social Research.

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.

22p. 1mf. L1 ED 250 197

Mid-Continent Regional Educational Lab., Inc., St. Louis, MO.

Contract Vocational Education: The Missouri Model

53p. 1mf. L1 ED 250 113

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

Exploring Languages and Cultures--An Exploratory Foreign Language Course. A Guide for Teachers.

181p. 2mf. L1 ED 249 770

Minnesota State Council for the Handicapped, St. Paul.

Responding to Disability: A Question of Attitude.

40p. 1mf. L1 ED 249 700

Minnesota Univ., Minneapolis. Dept. of Educational Psychology.

Classification of Residential Facilities for Mentally Retarded People. Brief #24.

24p. 1mf. L1 ED 249 693

Stability of Residential Facilities for Mentally Retarded People: 1977-1982. Brief #22.

27p. 1mf. L1 ED 249 691

Trends in Residential Services for Mentally Retarded People: 1977-1982. Brief #23.

21p. 1mf. L1 ED 249 692

Minnesota Univ., Minneapolis. Hubert H. Humphrey Inst. of Public Affairs.

The Costs and Benefits of Openness: Sunshine Laws and Higher Education.

78p. 1mf. L2 ED 249 851

Minnesota Univ., Minneapolis. Minnesota Research and Evaluation Center.

Case Study Evaluations: A Case in Point. An Illustrative Report

Improvement.
30p. 1mf. L1 ED 249 656

The Practice Profile: An All Purpose Tool for Program Communication, Staff Development, Evaluation and Improvement.
18p. 1mf. L1 ED 249 657

New Mexico State Dept. of Education, Santa Fe.

Teacher Performance Evaluation Plan: A Personalized Approach to Supervision, Staff Development, and Evaluation. An Implementation Guide. Revised Edition.
51p. 1mf. L1 ED 249 574

New Mexico State Library, Santa Fe.

Manual for a Summer Reading Program.
75p. 1mf. L1 ED 249 997

New Mexico State Univ., Las Cruces.

Indian Resource Development. Annual Report, 1983-1984.
62p. 1mf. L1 ED 250 122

New South Wales Univ., Kensington (Australia). School of Education.

Adolescent Morality: Social Responsibility versus Alienation. Unit for Child Studies. Selected Papers Number 26.
12p. 1mf. L1 ED 250 094

Adolescent Thinking: Self-Concept, Relationships and Punk. Unit for Child Studies. Selected Papers Number 28.
19p. 1mf. L1 ED 250 096

Children and Loss. Part 1: A Teacher's View: The Child in the Single Parent and Blended Family. Part 2: Helping Children Cope with Loss. Unit for Child Studies. Selected Papers Number 25.
20p. 1mf. L1 ED 250 093

Do Babies Think? How Do Babies Think? Unit for Child Studies. Selected Papers Number 23.
22p. 1mf. L1 ED 250 091

Father's Role in His Child's Development. Unit for Child Studies. Selected Papers Number 20.
16p. 1mf. L1 ED 250 088

How Children Think. Unit for Child Studies. Selected Papers Number 30.
35p. 1mf. L1 ED 250 098

Illness in the Family: Old Myths and New Truths! Unit for Child Studies. Selected Papers Number 19.
16p. 1mf. L1 ED 250 087

Self Concept and Self Esteem: Infancy to Adolescence. A Cognitive Developmental Outline with Some Reference to Behaviour and Health Effects. Unit for Child Studies. Selected Papers Number 27.
23p. 1mf. L1 ED 250 095

Sleep Problems, Overtiredness and Overanxiety and Frustrating Children: From Birth to Preschool. Unit for Child Studies. Selected Papers Number 24.
16p. 1mf. L1 ED 250 092

The Child in the Divorcing Family. Unit for Child Studies. Selected Papers Number 22.

Stanford Univ., Calif. Dept. of Linguistics.

"Scissors, Paper, Stone": Perceptual Foundations of Noun Classifier Systems.
10p. 1mf. L1 ED 249 787

Constraints on Learning: Studies in the Acquisition of American Sign Language.
23p. 1mf. L1 ED 249 790

Development in the Functionality of Grammatical Cues in Hebrew Sentence Comprehension.
11p. 1mf. L1 ED 249 778

Developmental Issues in the Acquisition of Conjunction.
10p. 1mf. L1 ED 249 779

Differentiation and Development in Children's Event Narratives.
9p. 1mf. L1 ED 249 786

Integration of Information during Language Comprehension: A Developmental Study.
10p. 1mf. L1 ED 249 777

Learning Not to Overgeneralize.
9p. 1mf. L1 ED 249 781

On Marking Time without Aspect in Child Language.
11p. 1mf. L1 ED 249 789

Semantically-Based Child Grammars: Some Empirical Inadequacies.
9p. 1mf. L1 ED 249 785

Some Concepts and Consequences of a Degree 1 Learnability Result.
9p. 1mf. L1 ED 249 780

Some Observations on the Syntactic Development of Discourse beyond Childhood.
10p. 1mf. L1 ED 249 776

The Acquisition of Pragmatic Word Order in Sesotho.
9p. 1mf. L1 ED 249 788

The Effect of Differing Participant Structures on the Speech of Children Acquiring English as a Second Language.
9p. 1mf. L1 ED 249 782

Which Is MINE/mine? Acquisition of Possessives in ASL and English.
9p. 1mf. L1 ED 249 784

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

The Legacy of Rational Budgeting Models in Education and a Proposal for the Future. Project Report No. 83-A21.
75p. 1mf. L1 ED 249 621

State Univ. of New York Council of Head Librarians, Community Coll. Section.

SUNY Community College Learning Resources Professional Staff Status and Salary Survey, 1983-84.
28p. 1mf. L1 ED 249 917

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Academic Programs, Degrees and Other Formal Awards, Fall 1984. State University of New York.

Research Report 64.
34p. 1mf. L1 ED 249 955

It Figures: A Survey of Users. Research Report 92.
37p. 1mf. L1 ED 249 975

Learning Skills and Instruction. Skills Essential to Learning Television Project: Working Paper.
47p. 1mf. L1 ED 249 981

Memory: As It Relates to Children Ages 9 to 12 Years. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 982

Middle Childhood. Skills Essential to Learning Television Project: Working Paper.
23p. 1mf. L1 ED 249 977

Perspectives on the Social Studies: Report for the Agency for Instructional Television. Research Report 78.
91p. 1mf. L1 ED 249 965

Program Evaluation Concept and Methodology--The Video Storyboard: An Evaluation of "The Public Library." The Essential Learning Skills Television Project: Research Report.
35p. 1mf. L1 ED 249 984

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume IV. A View of Viewers: Observations on the Response to and Classroom Use of "ThinkAbout."
123p. 2mf. L1 ED 249 952

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume V. Appendices to Technical Report.
257p. 3mf. L1 ED 249 953

Research on the Introduction, Use, and Impact of "ThinkAbout" Instructional Television Series. Volume II. "ThinkAbout": Teacher Use and Student Response in Three Classrooms.
193p. [illegible]mf. L1 ED 249 950

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Televsision Series. Volume I. Technical Report.
241p. 3mf. L1 ED 249 949

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use.
181p. 2mf. L1 ED 249 951

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.
23p. 1mf. L1 ED 249 948

Secondary General Mathematics: Attitudinal and Demographic Characteristics of Teachers and Students. Research Report 80.
122p. 2mf. L1 ED 249 967

Secondary Health Project: Concepts Review. Research Report 70.
60p. 1mf. L1 ED 249 957

Self-Management as an Essential Skill: What the Business Literature Suggests. Skills Essential to Learning Television

Trends in Humanities Programming.
74p. 1mf. L1 ED 250 014

College Entrance Examination Board, New York, N.Y.

Enrollment Management: An Integrated Approach.
174p. 2mf. L2 ED 249 906

Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT.
24p. 1mf. L2 ED 250 360

Profile of Preparation in English: Phase II.
22p. 1mf. L2 ED 250 369

The Admissions Strategist: Recruiting in the 1980s.
74p. 1mf. L2 ED 249 916

College of St. Teresa, Winona, Minn.

College of Saint Teresa: Design for Choicemakers. An Operations Manual for Faculty and Staff.
235p. 3mf. L1 ED 249 905

Colorado State Dept. of Education, Denver.

Status of K-12 Public Education in Colorado, 1984.
47p. 1mf. L1 ED 250 411

Colorado Univ., Boulder.

New Approach to Learning Disability Programs in Post-Secondary Education.
30p. 1mf. L1 ED 249 702

Columbia Univ., New York, N.Y. Teachers College.

All That Glitters: Public School/Private Sector Interaction in Twenty-Three U.S. Cities.
46p. 1mf. L1 ED 249 605

Columbus Area Vocational-Technical School, GA.

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet V. Office Occupations.
39p. 1mf. L1 ED 249 402

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet IV. Office Occupations.
32p. 1mf. L1 ED 249 401

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet III. Office Occupations.
94p. 1mf. L1 ED 249 400

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet II. Office Occupations.
67p. 1mf. L1 ED 249 399

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet I. Office Occupations.
119p. 2mf. L1 ED 249 398

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employee's Manual. Office Occupations.
19p. 1mf. L1 ED 249 397

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employer's Manual. Office Occupations.
265p. 3mf. L1 ED 249 396

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employee's Manual. Office Occupations.
19p. 1mf. L1 ED 249 397

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet I. Office Occupations.
119p. 2mf. L1 ED 249 398

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet II. Office Occupations.
67p. 1mf. L1 ED 249 399

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet III. Office Occupations.
94p. 1mf. L1 ED 249 400

Georgia State Univ., Atlanta.

Mae Conn and Associates. A Legal Secretary Position Simulation. Employer's Manual. Office Occupations.
138p. 2mf. L1 ED 249 403

Mae Conn and Associates. A Legal Secretary Position Simulation. Employee's Manual. Office Occupations.
52p. 1mf. L1 ED 249 404

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 1. Office Occupations.
35p. 1mf. L1 ED 249 405

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 4. Office Occupations.
101p. 2mf. L1 ED 249 408

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 2. Office Occupations.
25p. 1mf. L1 ED 249 406

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 3. Office Occupations.
19p. 1mf. L1 ED 249 407

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet V. Office Occupations.
39p. 1mf. L1 ED 249 402

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet IV. Office Occupations.
32p. 1mf. L1 ED 249 401

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet III. Office Occupations.
94p. 1mf. L1 ED 249 400

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet I. Office Occupations.
119p. 2mf. L1 ED 249 398

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Student Packet II. Office Occupations.
67p. 1mf. L1 ED 249 399

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employee's Manual. Office Occupations.
19p. 1mf. L1 ED 249 397

and Methodological Analysis of Case Study Evaluations.
104p. 2mf. L1 ED 250 354

Mississippi State Dept. of Education, Jackson.
Primer for Mississippi School Librarians. State Bulletin No. 134A. Re-issued in 1984.
166p. 2mf. L1 ED 249 992

Missouri State Dept. of Health, Jefferson City.
Fun Food Experiences for Preschool Children with Handicaps.
101p. 2mf. L1 ED 249 730

Missouri Univ., Columbia. Dept. of Special Education.
Positive Alternatives to the Disciplinary Exclusion of Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders.
119p. 2mf. L1 ED 249 668
Reflections on Deviance in 1984: Selected Papers from the 1984 Midwest Symposium in Behavior Disorders. National Needs Analysis in Behavior Disorders.
70p. 1mf. L1 ED 249 671

Missouri Univ., Columbia. Dept. of Statistics.
Improved Estimation Procedures for Item Response Functions. Final Report on Project NR150-464. Research Report 84-2.
23p. 1mf. L1 ED 250 397

Modern Language Association of America, New York, N.Y.
Studies in American Indian Literature: Critical Essays and Course Designs.
p. 84mf. L3 ED 249 528
Three American Literatures: Essays in Chicano, Native American, and Asian-American Literature for Teachers of American Literature.
p. 65mf. L3 ED 249 529

Montana Council for Indian Education, Billings.
Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
33p. 1mf. L1 ED 250 114

Montana State Dept. of Public Instruction, Helena.
CPT Word Processing Instructional Materials.
219p. 3mf. L1 ED 249 360

Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
Tractor & Machinery Safety. 1984 Revision.
112p. 2mf. L1 ED 249 350

Montana Univ., Missoula. Dept. of Mathematics.
Logo Activities in Elementary Geometry.
50p. 1mf. L1 ED 250 174

Montgomery County Public Schools, Rockville, Md.
Analysis of the Impact of the Seven-Period Day. Revised.
11p. 1mf. L1 ED 249 602
Survey of MCPS Personnel on Student Behavior and Discipline.
54p. 1mf. L1 ED 249 601

Morton Coll., Cicero, Ill.
First-Time Student Questionnaire: An Attempt to Identify Those

16p. 1mf. L1 ED 250 090

The Parent as an Informal Teacher. Unit for Child Studies. Selected Papers Number 21.
13p. 1mf. L1 ED 250 089

The Toddler and the Pre-Schooler. Unit for Child Studies. Selected Papers Number 29.
23p. 1mf. L1 ED 250 097

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

E.C.I.A. Chapter 1, Part B. Institutionalized Facilities Program, Summer 1983. Final Evaluation Report.
24p. 1mf. L1 ED 250 435

George Washington High School Bilingual Academic and Career Orientation Program, 1982-1983. O.E.E. Evaluation Report.
84p. 1mf. L1 ED 250 433

Newton High School Project Capable, 1982-1983. O.E.E. Evaluation Report.
72p. 1mf. L1 ED 250 432

P.L. 89-313. Supplementary Services for Previously Nonpublic School Institutionalized Students, 1983-84. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 436

Part West High School "At Your Service," 1982-1983. O.E.E. Evaluation Report.
90p. 1mf. L1 ED 250 430

Project A.B.C. Bronx Academic Bilingual Career Program, 1982-1983. O.E.E. Evaluation Report.
70p. 1mf. L1 ED 250 431

Project L'Ouverture, 1982-1983. O.E.E. Evaluation Report.
58p. 1mf. L1 ED 250 428

Project MAS, 1982-1983. O.E.E. Evaluation Report.
78p. 1mf. L1 ED 250 427

Seward Park High School Project Superemos, 1982-1983. O.E.E. Evaluation Report.
60p. 1mf. L1 ED 250 429

The Bilingual Program in Auxiliary Services for High Schools, 1982-1983. O.E.E. Evaluation Report.
110p. 2mf. L1 ED 250 434

New York City Board of Education, N.Y.

An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program in a Large Urban School System.
59p. 1mf. L1 ED 249 739

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Regulations of the Commissioner of Education. Subchapter P, Pursuant to Sections 207 and 4403 of the Education Law. Part 200--Handicapped Children, Effective July 1, 1984. As Amended April 27, 1984.
57p. 1mf. L1 ED 249 756

371p. 4mf. L1 ED 249 881

Age Group and Sex of Students, Fall 1983. State University of New York.

712p. 8mf. L1 ED 249 880

State Univ. of New York, Albany. Univ. Libraries.

Science Fiction: An Annotated Bibliography of Selected Resources in the University Libraries SUNY/Albany.

16p. 1mf. L1 ED 249 994

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Haitian Component Bibliography. Migrant Heritage Studies Kit.

101p. 2mf. L1 ED 250 120

Stockholm Univ. (Sweden). Dept. of Psychology.

Deaf Children in Communication. A Study of Communicative Strategies Used by Deaf Children in Social Interactions.

271p. 3mf. L1 ED 249 750

Supreme Court of the U. S., Washington, D.C.

Irving Independent School District, Petitioner v. Henri Tatro, et Ux., Individually and as Next Friend of Amber Tatro, a Minor. On Writ of Certiorari to the United States Court of Appeals for the Fifth Circiut. No. 83-558.

18p. 1mf. L1 ED 249 755

System Development Corp., Santa Monica, Calif.

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: Final Report.

103p. 2mf. L1 ED 249 853

Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

Study of the Image of TIAA-CREF among Active Members.

65p. 1mf. L1 ED 249 877

Vitality without Mobility: The Faculty Opportunities Audit.

44p. 1mf. L1 ED 249 909

Voices of Experience: 1500 Retired People Talk about Retirement.

201p. 3mf. L1 ED 249 844

Technische Univ., Vienna (Austria). Universitatsbibliothek.

Anforderungskatalog fur Einen Graphikfahigen Mikrocomputer fur Online-Recherchen. Report UBTUW-84-007 (Requirements for a Microcomputer with Graphic Capabilities for Online Searching).

28p. 1mf. L1 ED 249 999

Die Offnungszieten der Hauptbibliothek der tu Wien im Urteil der Bibliotheksbenutzer. Report UBTUW-84-006 (The Opening Hours of the Main Library of the Technischen Universitat Wien as Seen by the Library Users).

52p. 1mf. L1 ED 250 000

Tennessee Univ., Knoxville. Dept. of Psychology.

General Model for the Homogeneous Case of the Continuous Response.

205p. 3mf. L1 ED 250 350

Tennessee Valley Authority, Knoxville.

Integrated Regional Resources Management. A Syllabus for an International Training Course Based on the Experience of the

Project: Research Report.
61p. 1mf. L1 ED 249 983

Solutions Unlimited: Delphi Study on Policy Issues in the Introduction and Management of Computers in the Classroom. Research Report 90.
94p. 1mf. L1 ED 249 973

Solutions Unlimited: Evaluation of Prototype Units 1 and 3. Research Report 89.
43p. 1mf. L1 ED 249 972

Solving Problems. Skills Essential to Learning Television Project: Working Paper.
36p. 1mf. L1 ED 249 980

Status of Social Studies Teaching: Practices in Secondary Schools. Research Report 79.
77p. 1mf. L1 ED 249 966

Summary of the "ThinkAbout" Cluster Evaluation: Collection Information.
25p. 1mf. L1 ED 249 947

The "Give & Take" Formative Evaluation. Research Report 87.
75p. 1mf. L1 ED 249 971

Trade-offs: What the Research Is Saying.
27p. 1mf. L1 ED 249 968

Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.

Professional Integration: A Guide for Students from the Developing World.
151p. 2mf. L2 ED 249 845

Agency for International Development (IDCA), Washington, DC.

U.S. Aid to Education in Paraguay: The Rural Education Development Project. A.I.D. Project Impact Evaluation Report No. 46.
116p. 2mf. L1 ED 250 138

Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.

Interactive Radio in the Classroom: Ten Years of Proven Success.
22p. 1mf. L1 ED 249 791

Alabama Center for Higher Education, Birmingham.

The Testing Issue. Proceedings of a Conference Held at Alabama State University (Montgomery, Alabama, April 12-13, 1984).
49p. 1mf. L1 ED 250 378

Alabama State Dept. of Pensions and Security, Montgomery.

Accelerating Reading and Comprehension in Poverty-Level Preschoolers Using a Synthetic Phonics Program.
89p. 1mf. L1 ED 250 076

Alabama Univ., Montgomery. Center for Improvement of Instruction and Learning.

The Testing Issue. Proceedings of a Conference Held at Alabama State University (Montgomery, Alabama, April 12-13, 1984).
49p. 1mf. L1 ED 250 378

Alabama Univ., University. Dept. of Psychology.

Columbus Public Schools, OH. Dept. of Evaluation Services.
Motivational and Self-Imagery Development Component, Elementary Counseling Project: Final Evaluation Report.
27p. 1mf. L1 ED 250 367

Commission on Higher Education, Philadelphia, Pa. Middle States Association of Colleges and Schools.
Transition or Transformation? Annual Report of the Executive Director of the Commission on Higher Education, 1983-84.
9p. 1mf. L1 ED 249 839

Commission on the Future Development of the Universities of Ontario.
Accessibility to Ontario Universities.
119p. 2mf. L1 ED 249 876

Conference of Small Private Colleges, Princeton, N.J.
Corporate Tuition Aid Programs: A Directory of College Financial Aid for Employees at America's Largest Corporations.
329p. 4mf. L2 ED 249 911

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Hearing on Women's Educational Equity Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 11 To Extend through Fiscal Year 1989 the Authorization of Appropriations for Certain Education Programs, and for Other Purposes.
210p. 3mf. L1 ED 250 226
Oversight and Reauthorization Hearing on the Rehabilitation Act of 1983. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session (March 21 and 23, 1983).
446p. 5mf. L1 ED 249 748
The Indian Education Amendments of 1984. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 5190 (April 9, 1984).
165p. 2mf. L2 ED 250 140

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
Summary and Analysis of Hearing on "Improving the Research Infrastructure at U.S. Universities and Colleges." Report to the Committee on Science and Technology, U.S. House of Representatives, Ninety Eighth Congress, Second Session.
22p. 1mf. L1 ED 250 206

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
The Emergency Veterans' Job Training Act of 1983. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Eighth Congress, Second Session.

Simmons Insurance Agency. A Clerk-Typist Position Simulation. Employer's Manual. Office Occupations.
265p. 3mf. L1 ED 249 396

Georgia Univ., Athens.

Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 2: The Second Grade Data.
135p. 2mf. L1 ED 249 535

German Agency for Technical Co-Operation, Nairobi (Kenya).

Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.
66p. 1mf. L1 ED 250 168

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.
45p. 1mf. L2 ED 249 501

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.
102p. 2mf. L2 ED 249 464

Handwriting Manual for Primary Teachers in Somalia. African Studies in Curriculum Development & Evaluation No. 61.
61p. 1mf. L1 ED 249 486

Investigation of Problems of Implementing Curriculum in Primary Schools in Somalia. African Studies in Curriculum Development & Evaluation.
34p. 1mf. L1 ED 250 167

Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.
89p. 1mf. L2 ED 250 083

Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.
63p. 1mf. L2 ED 250 082

The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.
132p. 2mf. L1 ED 250 154

Graduate Record Examinations Board, Princeton, N.J.

Analysis of Score Change Patterns of Examinees Repeating the Graduate Record Examinations General Test.
49p. 1mf. L1 ED 250 331

The Assessment of Writing Ability: A Review of Research.
53p. 1mf. L1 ED 250 332

Grant (W.T.) Foundation, New York, N.Y.

The Relationship of Family Environments to Parent Motivation Strategies and Children's Self-Consciousness in the Math Classroom.
28p. 1mf. L1 ED 250 157

Great Falls Public Schools, Mont.

Applicants Most Likely Not to Register.
11p. 1mf. L1 ED 250 020

Mott (C.S.) Foundation, Flint, Mich.
Citizen's Notebook for Effective Schools.
373p. 4mf. L[illegible] ED 249 655

Muskogee Independent School District, OK.
Franklin Elementary School Tutorial Enrichment Program in Elementary Education.
62p. 1mf. L1 ED 250 075

Nairobi Univ. (Kenya).
Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.
66p. 1mf. L1 ED 250 168

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.
45p. 1mf. L2 ED 249 501

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.
102p. 2mf. L2 ED 249 464

Handwriting Manual for Primary Teachers in Somalia. African Studies in Curriculum Development & Evaluation No. 61.
61p. 1mf. L1 ED 249 486

Investigation of Problems of Implementing Curriculum in Primary Schools in Somalia. African Studies in Curriculum Development & Evaluation.
34p. 1mf. L1 ED 250 167

Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.
89p. 1mf. L2 ED 250 083

Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.
63p. 1mf. L2 ED 250 082

The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.
132p. 2mf. L1 ED 250 154

Napa Valley Coll., Napa, CA.
Evaluation of Napa Valley College's Student Orientation, Assessment, Advisement and Retention Program.
12p. 1mf. L1 ED 250 026

National Academic Advising Association, Pomona, NJ.
Beyond Change: Managing the Multifaceted Role of the Academic Advisor. Proceedings of the National Conference on Academic Advising (7th, St. Louis, Missouri, October 23-26, 1983).
157p. 2mf. L2 ED 249 878

National Academy of Engineering, Washington, D.C.
Report of the Workshop on the Effort Reporting Requirements of OMB

New York State Education Dept., Albany.

Problems in Determining School District Need for Hurd Aid and Alternatives to the Revenue Shortfall Approach for Determining Need.
28p. 1mf. L1 ED 249 612

Using Media Resources to Explore Drug Use in Society: A Special 5th Grade Drug Education Lesson That Makes Use of Library Media Resources.
73p. 1mf. L1 ED 249 431

New York State Education Dept., Albany. Bureau of Curriculum Development.

Regents Biology Resource Units.
95p. 1mf. L1 ED 250 201

New York State Legislative Commission on Expenditure Review, Albany.

School District Cash Management. Program Audit.
43p. 1mf. L1 ED 249 652

New York State Legislative Commission on Rural Resources, Albany.

Agriculture in New York State: A Preliminary Report.
41p. 1mf. L1 ED 250 129

Community Facilities, Housing and Community Renewal in New York State: A Preliminary Report.
32p. 1mf. L1 ED 250 127

Elementary, Secondary and Higher Education in Rural New York State: A Preliminary Report.
47p. 1mf. L1 ED 250 131

Environment, Land Use, and Natural Resources in Rural New York: A Preliminary Report.
38p. 1mf. L1 ED 250 126

Government and Management in Rural New York State: A Preliminary Report.
50p. 1mf. L1 ED 250 130

Human Relations and Community Life in Rural New York State: A Preliminary Report.
43p. 1mf. L1 ED 250 123

Rural Business, Economic Development, and Employment in New York State: A Preliminary Report.
31p. 1mf. L1 ED 250 125

Rural Health Care in New York State: A Preliminary Report.
39p. 1mf. L1 ED 250 128

Rural Transportation in New York State: A Preliminary Report.
28p. 1mf. L1 ED 250 124

New York Univ., N.Y. School of Education.

Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.
26p. 1mf. L1 ED 250 058

New Zealand Council for Educational Research, Wellington.

New Zealand Early Childhood Care and Education Bibliography, 1979-1982, with ERIC Descriptors.
113p. 2mf. L1 ED 250 081

Tennessee Valley Authority.
22p. 1mf. L1 ED 250 205

Texas Education Agency, Austin.

Computer Literacy: Teacher Competencies.
27p. 1mf. L1 ED 249 939

Texas Education Agency, Austin. Div. of Educational Assessment.

Mathematics Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. Texas Assessment of Basic Skills.
58p. 1mf. L1 ED 250 379

Reading Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. and Grade 9. Texas Assessment of Basic Skills.
52p. 1mf. L1 ED 250 380

Texas Univ., Austin. Measurement and Evaluation Center.

Faculty Opinions of the Course-Instructor Survey Program at U.T. Austin. RB-83-13.
145p. 2mf. L1 ED 250 347

Texas Univ., Austin. Research and Development Center for Teacher Education.

Collecting Data in High Schools: Methods and Madness. R&D Report No. 3183.
39p. 1mf. L1 ED 250 392

Community, Context, and Co-Curriculum: Situational Factors Influencing School Improvements in a Study of High Schools. R&D Report No. 3186.
25p. 1mf. L1 ED 250 393

Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum.
29p. 1mf. L1 ED 250 163

Current Research on Effective Classroom Management.
16p. 1mf. L1 ED 249 586

Multi-Dimensional Approach for Assessing Implementation Success. R&D Report No. 3157.
32p. 1mf. L1 ED 250 328

Toledo Univ., Ohio.

Collection Development Procedures Manual.
30p. 1mf. L1 ED 250 009

Tucson Public Library, Ariz.

For All of Us! (A Resource Guide Especially for People Who Work with the Differently Abled). Revised.
86p. 1mf. L1 ED 249 732

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Guide to the Records Relating to Science and Technology in the British Public Record Office: A RAMP Study.
319p. 4mf. L2 ED 250 003

Planning, Equipping and Staffing a Document Reprographic Service: A RAMP Study with Guidelines.
92p. 1mf. L2 ED 250 005

Accelerating Reading and Comprehension in Poverty-Level Preschoolers Using a Synthetic Phonics Program.
89p. 1mf. L1 ED 250 076

Alaska Crippled Children & Adults, Fairbanks.

Keeping Families Together: Providing Respite and Other Short-Term Care for People with Disabilites.
96p. 1mf. L1 ED 249 710

Alaska Governor's Council for the Handicapped and Gifted, Fairbanks.

Keeping Families Together: Providing Respite and Other Short-Term Care for People with Disabilites.
96p. 1mf. L1 ED 249 710

Alberta Dept. of Advanced Education and Manpower, Edmonton.

Project REDEAL. Final Report. REDEAL Technical Report #3.
120p. 2mf. L1 ED 249 348

Alberta Dept. of Education, Edmonton.

Computers in Schools: The Report of the Minister's Task Force on Computers in Schools and Executive Summary.
164p. 2mf. L1 ED 250 062

1981 Alberta Social Studies Curriculum.
158p. 2mf. L1 ED 250 250

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Summer Programs for the Severely Handicapped. Evaluation Report.
315p. 4mf. L1 ED 249 758

Alberta Dept. of Education, Edmonton. Planning Services Branch.

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Final Report.
230p. 3mf. L1 ED 249 661

Teacher Evaluation in Secondary Schools: The First Year of Implementation of a Policy of Teacher Supervision and Evaluation in the Five Secondary Schools of Lethbridge School District No. 51. Summary Report.
71p. 1mf. L1 ED 249 662

Alberta Environment, Edmonton. Environmental Education Resources Branch.

Environmental Fact Seeker's Guide for Students & Teachers in Alberta. Revised Edition.
43p. 1mf. L1 ED 250 182

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Student Manual.
31p. 1mf. L1 ED 250 184

Water Quality Monitoring: An Environmental Studies Unit for Biology 20/30. Teacher's Guide.
43p. 1mf. L1 ED 250 183

Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.

Charles R. Spain Career Enrichment Center, Delivery of Services Evaluation.

190p. 2mf. L1 ED 249 356

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Adolescents in Crisis: Parental Involvement. Hearing before the Subcommitte on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining How Best to Help Adolescents with Problems of Alcohol Abuse, Drug Dependence, Premature Sexual Involvement, and Mental Illness.

257p. 3mf. L2 ED 249 456

Rehabilitation Amendments of 1983. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, First Session on S. 1340. To Revise and Extend the Rehabilitation Act of 1973 and to Extend the Developmental Disability Assistance and Bill of Rights Act, and for Other Purposes. (Midvale, Utah).

102p. 2mf. L1 ED 249 754

Congress of the U.S., Washington, D.C. Senate.

Women in Development: Looking to the Future. Hearing before the Committee on Foreign Relations. United States Senate, Ninety-Eighth Congress, Second Session.

162p. 2mf. L1 ED 250 240

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

Children, Youth, and Families of the Mountain West. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First session (Salt Lake City, UT, December 6, 1983).

294p. 4mf. L1 ED 250 107

Constitutional Rights Foundation, Los Angeles, Calif.

Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.

82p. 1mf. L2 ED 250 260

Design for Life. Abortion. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

34p. 1mf. L2 ED 250 264

Do You Believe? Religious Rights in the Public Schools. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

36p. 1mf. L2 ED 250 268

Finders Keepers: Property Rights of a Finder. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

38p. 1mf. L2 ED 250 266

Gateway: Deportation. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.

45p. 1mf. L2 ED 250 269

How to Use a Law Library.

10p. 1mf. L2 ED 250 261

Keep Out - Danger! Use of Devices Which Can Cause Death or Serious

CPT Word Processing Instructional Materials.
219p. 3mf. L1 ED 249 360

Greater Victoria School District #61 (British Columbia).
Native Indian Language Education to the Victoria--Saanich Region: An Evaluation Report.
192p. 2mf. L1 ED 250 341

Harvard Univ., Cambridge, Mass. Graduate School of Education.
Old and New Ideas about School Desegregation.
10p. 1mf. L1 ED 250 407
The Future of Desegregation and Urban Education.
13p. 1mf. L1 ED 250 406

Harvey Social Research, Ltd., Sherwood Park (Alberta).
Curriculum Audit Report, Volume I and Volume II.
387p. 5mf. L1 ED 250 386

Health Care Financing Administration (DHHS), Washington, DC.
Classification of Residential Facilities for Mentally Retarded People. Brief #24.
24p. 1mf. L1 ED 249 693
Stability of Residential Facilities for Mentally Retarded People: 1977-1982. Brief #22.
27p. 1mf. L1 ED 249 691
Trends in Residential Services for Mentally Retarded People: 1977-1982. Brief #23.
21p. 1mf. L1 ED 249 692

Heart Butte School District #1, MT.
Heart Butte: A Blackfeet Indian Community = Moisskitsipahpiistaki Siksikaiitsitapi Ohkanopissini.
24p. 1mf. L1 ED 250 115
Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
33p. 1mf. L1 ED 250 114

High/Scope Educational Research Foundation, Ypsilanti, Mich.
Roots and Wings, Volumes I and II. Parent-to-Parent Dissemination, Phases I and II.
515p. 6mf. L2 ED 250 064

Hokkaido Univ., Sapporo (Japan). Faculty of Education.
Research and Clinical Center for Child Development Annual Report, 1982-1983.
84p. 1mf. L1 ED 250 060

Houghton Mifflin Co., Boston, MA.
Research Report on the Japanese School System, Computer-Aided Instruction in Japan and the Japanese Home Computer Market.
104p. 2mf. L1 ED 249 645

Howard Univ., Washington, D.C. Inst. for the Study of Educational Policy.
The Right to Education: Reaganism, Reaganomics, or Human Capital? Occasional Paper, 1983, No. 5.
95p. 1mf. L1 ED 250 403

Illinois Association of Teachers of English, Urbana.
Orwell and Language Study.

Circular A-21.
59p. 1mf. L1 ED 249 860

National Academy of Sciences - National Research Council, Washington, D.C.

Report of the Workshop on the Effort Reporting Requirements of OMB Circular A-21.
59p. 1mf. L1 ED 249 860

The Science and Engineering Talent Pool. Proceedings of the Joint Meeting of the Scientific Manpower Commission and the Engineering Manpower Commission (Washington, District of Columbia, May 15, 1984).
83p. 1mf. L2 ED 250 204

National Academy of Sciences, Washington, D.C.

Report of the Workshop on the Effort Reporting Requirements of OMB Circular A-21.
59p. 1mf. L1 ED 249 860

National Aeronautics and Space Administration, Greenbelt, Md. Goddard Space Flight Center.

Comet Halley Returns. A Teacher's Guide, 1985-1986.
56p. 1mf. L1 ED 250 202

National Archives and Records Service (GSA), Washington, D.C.

Guide to Records in the National Archives of the United States Relating to American Indians.
504p. 6mf. L1 ED 250 136

National Association for Foreign Student Affairs, Washington, D.C.

Foreign Teaching Assistants in U.S. Universities.
138p. 2mf. L2 ED 249 843

NAFSA Self-Study Guide: A Guide for the Self-Assessment of Programs and Services with International Educational Exchange at Postsecondary Institutions.
50p. 1mf. L2 ED 249 847

Private Sector Funding Available to Foreign Scholars and Students in the United States.
60p. 1mf. L2 ED 249 849

Professional Integration: A Guide for Students from the Developing World.
151p. 2mf. L2 ED 249 845

The Admission and Academic Placement of Students from: Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic.
129p. 2mf. L2 ED 249 848

The Handbook on the Placement of Foreign Graduate Students (Graduate Handbook, Part III).
165p. 2mf. L2 ED 249 846

National Association for Foreign Student Affairs, Washington, DC. Field Service Program.

Students Abroad: A Guide for Selecting a Foreign Education.
23p. 1mf. L1 ED 249 879

National Association of Secondary School Principals, Reston, Va.

Cooperative Small-Group Learning.

Newberry Library, Chicago, Ill.
Public Services in Research Libraries: A Self-Study. The Newberry Library.
54p. 1mf. L2 ED 250 006

North Carolina State Dept. of Cultural Resources, Raleigh. Div. of Archives and History.
An Outline of North Carolina History.
205p. 3mf. L1 ED 250 228

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Exceptional Children Status Report for 1982-1983.
59p. 1mf. L1 ED 249 686

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.
An Outline of North Carolina History.
205p. 3mf. L1 ED 250 228

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Mother-Infant Engagements in Dyads with Handicapped and Nonhandicapped Infants: A Pilot Study.
24p. 1mf. L1 ED 249 701

North Carolina Wesleyan Coll., Rocky Mount. Dept. of Education.
In the Middle: Perspectives on Transescence and Middle School Education.
50p. 1mf. L1 ED 250 078

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.
Area Service Agencies for North Dakota Schools?
45p. 1mf. L1 ED 249 627

North Dakota Univ., Grand Forks. Office of Instructional Development.
The Significance of "Problem-Posing" Teaching in a Democratic Society. College Teaching Monograph.
49p. 1mf. L1 ED 249 907

The Study Group: Faculty Helping Themselves to Improve Their Instructional Abilities. College Teaching Monograph.
21p. 1mf. L1 ED 249 908

North York Board of Education, Willowdale (Ontario).
Parents in Special Needs Schools: Perceptions of Their School & Community. Research Report.
21p. 1mf. L1 ED 250 339

Survey of Secondary School Perceptions: Students, Parents, Staff. Research Report.
59p. 1mf. L1 ED 250 338

Teachers' Perceptions of Their Students, Schools and Community. Research Report.
54p. 1mf. L1 ED 250 340

Northern Illinois Univ., DeKalb. Libraries.
Northern Illinois University Libraries Library Instruction: Scope and Mission Statement.
27p. 1mf. L1 ED 250 007

Scientific and Technological Information in Transactional Files in Government Records and Archives: A RAMP Study.
56p. 1mf. L2 ED 249 995

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development (9th, Bangkok, Thailand, March 20-26, 1984). Final Report.
185p. 2mf. L2 ED 250 139

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Higher Education and Economic Development in Europe, 1975-1980: (A Statistical and Economic Study) = L'Enseignement Superieur et le Developpement Economique en Europe, 1975-1980: (Etude Statistique et Economique). Vol. II.
361p. 4mf. L1 ED 249 863

Higher Education and Manpower Planning: A Comparative Study of Planned and Market Economies.
136p. 2mf. L1 ED 249 871

Higher Education in Bulgaria.
117p. 2mf. L1 ED 249 870

Higher Education in Norway. Monographs on Higher Education.
75p. 1mf. L1 ED 249 869

Higher Education in the German Democratic Republic. Monographs on Higher Education.
82p. 1mf. L1 ED 249 868

Interdisciplinarity in Higher Education.
107p. 2mf. L1 ED 249 864

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

International Congress on the Occasion of the Thirtieth Anniversary of the Associated Schools Project. (Sofia, Bulgaria, September 12-16, 1983). Final Report.
60p. 1mf. L2 ED 250 222

Media for People in Cities: A Study of Community Media in the Urban Context.
242p. 3mf. L2 ED 249 540

United States Information Agency, Washington, D. C.

Foreign Teaching Assistants in U.S. Universities.
138p. 2mf. L2 ED 249 843

NAFSA Self-Study Guide: A Guide for the Self-Assessment of Programs and Services with International Educational Exchange at Postsecondary Institutions.
50p. 1mf. L2 ED 249 847

Private Sector Funding Available to Foreign Scholars and Students in the United States.
60p. 1mf. L2 ED 249 849

Uppsala Univ. (Sweden). Dept. of Education.

238p. 3mf. L1 ED 250 324

New Mexico High School Proficiency Examination/Diploma Endorsement District Report. 1983.

24p. 1mf. L1 ED 250 322

New Mexico High School Proficiency Examination (NMHSPE). District Report. 1982-83.

84p. 1mf. L1 ED 250 344

Alternatives to Violence Committee of the Cleveland Friends Meeting, OH.

Alternatives to Violence: A Manual for Teaching Peacemaking to Youth and Adults.

137p. 2mf. L1 ED 250 254

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.

Leisure Effects on the Family & Family Effects on Leisure Services. Proceedings of the AALR/AAHPERD Pre-convention Symposium (Anaheim, California, March 29, 1984).

26p. 1mf. L1 ED 250 281

American Association for Higher Education, Washington, D.C.

Vitality without Mobility: The Faculty Opportunities Audit.

44p. 1mf. L1 ED 249 909

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

Australia: A Study of the Educational System of Australia and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

278p. 3mf. L2 ED 249 884

Colombia: A Study of the Educational System of Colombia and a Guide to the Academic Placement of Students from Colombia in Educational Institutions of the United States.

148p. 2mf. L2 ED 249 885

Greece: A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

136p. 2mf. L2 ED 249 888

Guide to the Academic Placement of Students from Ghana in Educational Institutions of the United States.

57p. 1mf. L2 ED 249 887

Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States.

112p. 2mf. L2 ED 249 890

Japan: A Guide to the Academic Placement of Students from Japan in Educational Institutions of the United States.

43p. 1mf. L2 ED 249 891

Jordan: A Study of the Educational System of Jordan and a Guide to the Academic Placement of Students from Jordan in Educational Institutions of the United States.

29p. 1mf. L2 ED 249 892

Bodily Injury in Defense of Real and/or Personal Property. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
38p. 1mf. L2 ED 250 265

South Africa/Time Running Out.
65p. 1mf. L2 ED 250 247

Spare the Rod: Due Process re School Discipline. Second Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
37p. 1mf. L2 ED 250 267

Students Are Also Citizens: First Amendment Rights of Students. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
48p. 1mf. L2 ED 250 262

The Crime Question: Rights and Responsibilities of Citizens. Instructor's Manual. Major Issues in American Government. Law in Social Studies Series.
83p. 1mf. L2 ED 250 249

The Crime Question: Rights and Responsibilities of Citizens. Student Edition. Major Issues in American Government. Law in Social Studies Series.
26p. 1mf. L2 ED 250 248

To Prosecute or Not? Enforcement of Federal Criminal Regulatory Statutes. Revised Edition. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
46p. 1mf. L2 ED 250 263

With Interest It Comes To...Unconscionable Clauses in Sales Contracts. A Student's Lesson Plan and A Teacher's Lesson Plan and A Lawyer's Lesson Plan.
42p. 1mf. L2 ED 250 270

Youth-in-Action Program Implementation Manual. Revised Edition.
59p. 1mf. L2 ED 250 259

Corporation for Public Broadcasting, Washington, D.C.

"On the Level". Formative Evaluation: Alone vs. Lonely. Research Report 74.
47p. 1mf. L1 ED 249 961

"On the Level". Formative Evaluation: Career Aspirations. Research Report 75.
49p. 1mf. L1 ED 249 962

"On the Level". Formative Evaluation: Changing Family Relationships. Research Report 73.
39p. 1mf. L1 ED 249 960

"On the Level". Formative Evaluation: Conflict/Feelings/Self-Concept. Research Report 71.
77p. 1mf. L1 ED 249 958

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.
48p. 1mf. L1 ED 249 959

Research on the Introduction, Use, and Impact of the "ThinkAbout"

64p. 1mf. L2 ED 249 524

Illinois Commission on Children, Springfield.

Summary of How States Use Local Agencies to Provide Services for Children and Youth.

56p. 1mf. L1 ED 250 067

Illinois Community Coll. Board, Springfield.

Data and Characteristics of the Illinois Public Community College System.

110p. 2mf. L1 ED 250 055

Fall 1983 Salary Survey Report for the Illinois Public Community Colleges.

47p. 1mf. L1 ED 250 054

Recognition Manual for Illinois Public Community Colleges.

36p. 1mf. L1 ED 250 052

Report on High Technology Programs in Illinois Public Community Colleges.

13p. 1mf. L1 ED 250 053

Results of the Survey of Community Colleges on the Teaching of Writing. Illinois Community College Board Report to the Illinois Board of Higher Education.

12p. 1mf. L1 ED 250 051

Rules of the Illinois Community College Board, Fiscal Year 1985.

41p. 1mf. L1 ED 250 049

Illinois Council of Community Coll. Administrators.

Student Services in Illinois Community Colleges: A Manual for Student Services Professionals.

29p. 1mf. L1 ED 250 032

Illinois Humanities Council, Champaign, Ill.

Contemporary Issues Reader One: A Humanistic View of Diversity and Commonality in the Tribal and American Indian Community.

75p. 1mf. L2 ED 250 119

Illinois State Board of Education, Springfield.

Focus on Reform: State Action to Improve Schooling in Illinois. Annual Report.

36p. 1mf. L1 ED 250 414

LD or Not?

25p. 1mf. L1 ED 249 717

Illinois State Board of Higher Education, Springfield.

Results of the Survey of Community Colleges on the Teaching of Writing. Illinois Community College Board Report to the Illinois Board of Higher Education.

12p. 1mf. L1 ED 250 051

Illinois State Commission on the Improvement of Elementary and Secondary Education, Springfield.

Excellence in the Making: A Preliminary Report.

41p. 1mf. L1 ED 250 413

Illinois State Library, Springfield.

OCLC Public Access Terminals in Small and Medium-Sized Libraries. Illinois Valley Library System OCLC Experimental Project. Report

7p. 1mf. L2 ED 249 625

National Association of State Boards of Education, Alexandria, VA.

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.
27p. 1mf. L1 ED 249 723

Preschool Special Education. Research & Resources on Special Education: Issue V.
24p. 1mf. L1 ED 249 725

Program Evaluation for Effective Special Education. Research & Resources on Special Education: Issue IV.
23p. 1mf. L1 ED 249 724

Related Services for Handicapped Students: Legal Considerations. Research & Resources on Special Education: Issue II.
20p. 1mf. L1 ED 249 722

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.
19p. 1mf. L1 ED 249 726

National Bureau of Standards (DOC), Washington, D.C.

Handbook of Mathematical Functions with Formulas, Graphs, and Mathematical Tables. National Bureau of Standards Applied Mathematics Series 55. Tenth Printing.
1076p. 12mf. L1 ED 250 164

National Center for Education Statistics (DHEW), Washington, D.C.

Citizenship and Social Studies. Released Exercises from the 1975-76 Assessment.
657p. 7mf. L1 ED 250 385

National Center for Education Statistics (ED), Washington, DC.

Public Elementary and Secondary Education in the United States, 1981-82: A Statistical Compendium.
219p. 3mf. L1 ED 249 649

Quantitative Criteria for Academic Research Libraries.
142p. 2mf. L2 ED 249 938

National Commission on Excellence in Teacher Education (ED), Washington, DC.

An Evaluation of the Rationale for Required Teacher Education: Beginning Teachers with and without Teacher Preparation.
100p. 2mf. L1 ED 250 289

Crossing the Bridge: The First Years of Teaching.
21p. 1mf. L1 ED 250 292

Guiding Images for Teaching and Teacher Education.
20p. 1mf. L1 ED 250 304

Implications for Teacher Education of Assuming That Schools of the Future Will Have Unlimited Access to Technology.
12p. 1mf. L1 ED 250 302

Post Certification Development of Teachers and Administrators.
27p. 1mf. L1 ED 250 291

Preparing Teachers for Schools of Choice.
26p. 1mf. L1 ED 250 295

PROTEACH: An Extended Preservice Teacher Preparation Program.

Northwest Area Foundation, St. Paul, Minn.

Vitality without Mobility: The Faculty Opportunities Audit.
44p. 1mf. L1 ED 249 909

Northwest Regional Educational Lab., Portland, Oreg.

Culture and Education in Micronesia.
62p. 1mf. L1 ED 250 253

MicroSIFT Courseware Evaluations. Set 11 (223-259), Set 12 (260-293), and a Special Set of 99 LIBRA Reviews of Junior High School Science Software, Including Subject and Title Indexes Covering Sets 1-12 and Special Set L .
329p. 4mf. L1 ED 249 918

Nottingham Univ. (England).

Education for Diversity: The Challenge of Cultural Pluralism. Inaugural Lecture.
28p. 1mf. L1 ED 250 408

Nova Scotia Dept. of Education, Halifax.

French--Communications. Guidelines for the Teacher. Education Office Bulletin No. 19: 1976-77.
35p. 1mf. L1 ED 249 803

French--Core Program. Intermediate Level. Youth Education: Teaching Guide No. 21.
52p. 1mf. L1 ED 249 802

French--Core Program. Introductory Level Guidelines. Youth Education: Teaching Guide No. 2.
60p. 1mf. L1 ED 249 800

French--Core Program. Senior Level. Youth Education: Teaching Guide No. 22.
43p. 1mf. L1 ED 249 801

Reading - French, Second Language. Introductory to Senior Levels. Youth Education: Teaching GUide No. 42.
38p. 1mf. L1 ED 249 804

Oakland Univ., Rochester, Mich.

Re-Employment Training: Evaluation of the Oakland University RECAP/JETS Program.
136p. 2mf. L1 ED 249 413

Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Hualapai Reference Grammar.
599p. 7mf. L1 ED 250 132

Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Getting to Know You...All about You: Preschool Orientation Manual.
26p. 1mf. L1 ED 250 110

Learning How to Learn. Preschool Curriculum.
124p. 2mf. L1 ED 250 111

Preschool Staff Handbook.
53p. 1mf. L1 ED 250 112

Office of Education (DHEW), Washington, D.C.

Guide to the Academic Placement of Students from Ghana in

OD in North American Schools: A Scandinavian View, with Comments by Matthew Miles and Michael Fullan. Uppsala Reports on Education, No. 20.

113p. 2mf. L1 ED 249 607

Utah State Board of Education, Salt Lake City.

Action Goals of the Utah State Board of Education, Commencing in 1984.

14p. 1mf. L1 ED 249 642

Vanderbilt Univ., Nashville, Tenn.

Learning Potential Assessment for Preschool Children. Final Report.

55p. 1mf. L1 ED 249 667

Victoria Education Dept. (Australia).

Staying at High School in Victoria. ACER Research Monograph No. 23.

163p. 2mf. L2 ED 249 647

The Teaching of Spelling.

34p. 1mf. L2 ED 249 489

Virginia Univ., Charlottesville. Learning Disabilities Research Inst.

Temperament Influences on Cognition and Achievement in Children with Learning Problems.

24p. 1mf. L1 ED 249 680

Washburn Univ. of Topeka, Kans.

Certifying Special Education Programs for Teacher Education. A Proposal to the Department of Education, State of Kansas, from the Department of Education and Home Economics, Washburn University.

82p. 1mf. L1 ED 249 677

Washington Univ., Seattle.

Evolving Jobs and Nonteaching Professional Staff in Universities: An Alternative Perspective on Career Mobility Processes. Final Project Report.

97p. 2mf. L1 ED 249 819

Washington Univ., Seattle. Dept. of Psychology.

Using Interactive Computing to Expand Intelligence Testing: A Critique and Prospectus. Report No. 84-2.

85p. 1mf. L1 ED 250 320

Washington Univ., Seattle. Washington Research Organization.

Investigating the Problem of Skill Generalization: Literature Review I.

59p. 1mf. L1 ED 249 738

Investigating the Problem of Skill Generalization. 2nd Edition.

65p. 1mf. L1 ED 249 737

Wellesley Coll., Mass. Center for Research on Women.

Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.

53p. 1mf. L2 ED 250 080

Patterns and Implications of Child Support and Enforcement Practices for Children's Well-Being. Working Paper No. 128.

18p. 1mf. L2 ED 250 079

Mexico: A Study of the Educational System of Mexico and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
292p. 4mf. L2 ED 249 895

New Zealand: A Study of the Educational System of New Zealand and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
100p. 2mf. L2 ED 249 894

Peru: A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
136p. 2mf. L2 ED 249 896

Republic of Indonesia: A Study of the Educational System of the Republic of Indonesia and a Guide to the Academic Placement of Students from the Republic of Indonesia in Educational Institutions of the United States.
129p. 2mf. L2 ED 249 889

Selected French Speaking Sub-Saharan African Countries: Burundi, Cameroon (Eastern), Chad, Congo (Brazzaville), Dahomey, Gabon, Ivory Coast, Mali, Mauritania, Niger, Rwanda, Senegal, Togo, Upper Volta, Zaire. A Guide to the Academic Placement of Students from These Countries in Academic Institutions of the United States.
20p. 1mf. L2 ED 249 900

Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
268p. 3mf. L2 ED 249 897

Spain: A Guide to the Academic Placement of Students in Educational Institutions of the United States.
32p. 1mf. L2 ED 249 898

Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States.
138p. 2mf. L2 ED 249 899

Students Abroad: A Guide for Selecting a Foreign Education.
23p. 1mf. L1 ED 249 879

Switzerland: A Study of the Educational System of Switzerland and a Guide to the Academic Placement of Students from Switzerland in Educational Institutions of the United States.
145p. 2mf. L2 ED 249 901

Thailand: A Study of the Educational System of Thailand and a Guide to the Academic Placement of Students from Thailand in Educational Institutions of the United States.
131p. 2mf. L2 ED 249 902

The Admission and Academic Placement of Students from: Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic.
129p. 2mf. L2 ED 249 848

The Commonwealth Caribbean: A Study of the Educational System of

Instructional Television Series. Volume V. Appendices to Technical Report.
257p. 3mf. L1 ED 249 953

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume IV. A View of Viewers: Observations on the Response to and Classroom Use of "ThinkAbout."
123p. 2mf. L1 ED 249 952

Research on the Introduction, Use, and Impact of "ThinkAbout" Instructional Television Series. Volume II. "ThinkAbout": Teacher Use and Student Response in Three Classrooms.
193p. 3mf. L1 ED 249 950

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Televsision Series. Volume I. Technical Report.
241p. 3mf. L1 ED 249 949

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use.
181p. 2mf. L1 ED 249 951

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.
23p. 1mf. L1 ED 249 948

Secondary Health Project: Concepts Review. Research Report 70.
60p. 1mf. L1 ED 249 957

Council for Higher Education, Jerusalem (Israel).

The Higher Education System in Israel: Guidelines on the Development of the System and Its Planning for 1988 with a First Glance at 1995.
109p. 2mf. L1 ED 249 830

Council for the Advancement and Support of Education, Washington, D.C.

Improving Internal Communication.
141p. 2mf. L2 ED 249 842

Council of Chief State School Officers, Washington, D.C.

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.
27p. 1mf. L1 ED 249 723

Preschool Special Education. Research & Resources on Special Education: Issue V.
24p. 1mf. L1 ED 249 725

Program Evaluation for Effective Special Education. Research & Resources on Special Education: Issue IV.
23p. 1mf. L1 ED 249 724

Related Services for Handicapped Students: Legal Considerations. Research & Resources on Special Education: Issue II.
20p. 1mf. L1 ED 249 722

Selected Exemplary Projects in the Humanities.
45p. 1mf. L2 ED 250 225

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.
19p. 1mf. L1 ED 249 726

No. 6.

91p. 1mf. L1 ED 250 004

Illinois State Univ., Normal. Dept. of Geography-Geology.

An Atlas of Illinois State University Affairs.

44p. 1mf. L1 ED 250 255

Illinois Univ., Urbana. Center for the Study of Reading.

Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.

33p. 1mf. L1 ED 249 484

Illinois Univ., Urbana. Model Based Measurement Lab.

An Introduction to Multilinear Formula Score Theory. Measurement Series 84-4.

68p. 1mf. L1 ED 250 358

Indiana State Dept. of Commerce, Indianapolis. Div. of Energy Policy.

Energy and Economics for the Senior High Grades. Unit III. Lessons and Activities for the Senior High Grades.

170p. 2mf. L1 ED 250 188

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Energy and Economics for the Elementary Grades. Unit I (Grades K-6). Lessons and Activities for the Elementary Grades.

121p. 2mf. L1 ED 250 187

Energy and Economics for the Senior High Grades. Unit III. Lessons and Activities for the Senior High Grades.

170p. 2mf. L1 ED 250 188

Energy and Transportation Lessons for the Middle Grades.

103p. 2mf. L1 ED 250 190

Energy and Transportation Lessons for the Elementary Grades.

178p. 2mf. L1 ED 250 189

Energy and Transportation Lessons for the Senior High Grades.

144p. 2mf. L1 ED 250 191

Institute for Food and Development Policy, San Francisco, Calif.

Food First Curriculum: An Integrated Curriculum for Grade 6.

156p. 2mf. L1 ED 250 242

Institute for Responsive Education, Boston, Mass.

Citizen's Notebook for Effective Schools.

373p. 4mf. L1 ED 249 655

The Impact of Experience on Academic Learning: A Summary of Theories and Review of Recent Research.

25p. 1mf. L1 ED 250 356

Institute of Medicine (NAS), Washington, D.C.

Report of the Workshop on the Effort Reporting Requirements of OMB Circular A-21.

59p. 1mf. L1 ED 249 860

InterAmerica Research Associates, Rosslyn, Va.

Communicative Competence Approaches to Language Proficiency Assessment: Research and Application. Multilingual Matters 9.

170p. 2mf. L1 ED 249 793

Intercultural Development Research Association, San Antonio, Tex.

Selecting Computer Software for Limited English Speakers

11p. 1mf. L1 ED 250 317

Quality Control of Teacher Preparation Programs through the Program Approval Process.
18p. 1mf. L1 ED 250 300

Recent Reports on Education: Some Implications for Preparing Teachers.
18p. 1mf. L1 ED 250 303

Recruitment, Selection, Retention and Graduation of Teacher Education Candidates.
28p. 1mf. L1 ED 250 308

Regional and National Voluntary Accreditation. "The Place and Appropriate Future of National Accreditation."
21p. 1mf. L1 ED 250 309

Remarks...to the Governor's Task Force on Teacher Education, Meeting at the College of Education, University of Arizona, February 16, 1984.
12p. 1mf. L1 ED 250 313

Research Bases for Teacher Education.
24p. 1mf. L1 ED 250 287

Resources Allocated to Teacher Education in State Universities and Land-Grant Colleges.
53p. 1mf. L1 ED 250 297

Resources Needed for an Excellent Teacher Preparation Program.
26p. 1mf. L1 ED 250 298

Restructuring Teacher Education: The University of New Hampshire's Five Year Program.
52p. 1mf. L1 ED 250 310

Teacher Certification Struggle in New Jersey. Appendices.
284p. 3mf. L1 ED 250 316

Teacher Education: An All-University Responsibility.
23p. 1mf. L1 ED 250 311

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (San Francisco, California, October 22-23, 1984).
142p. 2mf. L1 ED 250 312

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Austin, Texas, October 4-5, 1984).
68p. 1mf. L1 ED 250 296

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume II.
94p. 1mf. L1 ED 250 306

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Minneapolis, Minnesota, September 25-26, 1984).
14p. 1mf. L1 ED 250 290

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume I.

Educational Institutions of the United States.

57p. 1mf. L2 ED 249 887

Japan: A Guide to the Academic Placement of Students from Japan in Educational Institutions of the United States.

43p. 1mf. L2 ED 249 891

Office of Educational Research and Improvement (ED), Washington, DC.

School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .

194p. 3mf. L1 ED 250 196

School Mathematics: Options for the 1990s. Chairman's Report of a Conference (Madison, Wisconsin, December 5-8, 1983). Volume 1.

43p. 1mf. L1 ED 250 195

Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Contemporary Navajo Affairs: Navajo History Volume III, Part B.

304p. 4mf. L1 ED 250 144

Dinetah: Navajo History. Volume II.

187p. 2mf. L1 ED 250 143

Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

An Introduction to Multilinear Formula Score Theory. Measurement Series 84-4.

68p. 1mf. L1 ED 250 358

Framework for Relating Cognitive to Neural Systems. Cognitive Science Program, Technical Report No. 84-2.

44p. 1mf. L1 ED 250 349

General Model for the Homogeneous Case of the Continuous Response.

205p. 3mf. L1 ED 250 350

Improved Estimation Procedures for Item Response Functions. Final Report on Project NR150-464. Research Report 84-2.

23p. 1mf. L1 ED 250 397

Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory.

23p. 1mf. L1 ED 250 365

Multidimensional Difficulty as a Direction and a Distance.

12p. 1mf. L1 ED 250 399

Using Interactive Computing to Expand Intelligence Testing: A Critique and Prospectus. Report No. 84-2.

85p. 1mf. L1 ED 250 320

Office of Refugee Resettlement (DHHS), Washington, D.C.

Entrepreneurial Training for Refugees: A Training Guide.

63p. 1mf. L1 ED 250 424

Office of Special Education (ED), Washington, D.C.

Temperament Influences on Cognition and Achievement in Children with Learning Problems.

24p. 1mf. L1 ED 249 680

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Positive Alternatives to the Disciplinary Exclusion of

West Chester Univ., PA.

Entrepreneurial Training for Refugees: A Training Guide.
63p. 1mf. L1 ED 250 424

Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.

Census Users Manual. Improving Community College Evaluation and Planning.
64p. 1mf. L1 ED 250 045

College Planning: Strategies for Assessing the Environment. Improving Community College Evaluation and Planning.
73p. 1mf. L1 ED 250 044

Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four.
70p. 1mf. L1 ED 250 039

Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine.
36p. 1mf. L1 ED 250 043

Information System Support. Improving Community College Evaluation and Planning: Project Working Paper Number Eight.
27p. 1mf. L1 ED 250 040

Item Bank: Student and College Outcomes. Improving Community College Evaluation and Planning.
134p. 2mf. L1 ED 250 046

Learner Outcomes Handbook. Improving Community College Evaluation and Planning.
71p. 1mf. L1 ED 250 047

Measuring Community College Learner Outcomes: State-of-the-Art. Improving Community College Evaluation and Planning: Project Working Paper Number Ten.
91p. 1mf. L1 ED 250 041

Planning and Accreditation: A Survey of Attitudes of Policymakers. Improving Community College Evaluation and Planning: Project Working Papers Numbers Five, Six, and Seven.
32p. 1mf. L1 ED 250 042

Western Australia Post Secondary Education Commission, Nedlands.

Post Secondary Education Planning: The Demographic Context. A Discussion Paper.
29p. 1mf. L1 ED 249 856

Student Enrolments in Higher Education in Western Australia: Some Observations on Trends over the Period 1973 to 1983. A Discussion Paper.
24p. 1mf. L1 ED 249 855

White (E.H.) Co., Washington, DC.

Effective Instructional Practices in Bilingual Education.
44p. 1mf. L1 ED 249 768

William and Flora Hewlett Foundation, Palo Alto, Calif.

The Peninsula Academies. Second Yearly Interim Report.
60p. 1mf. L1 ED 249 357

The Commonwealth Caribbean: A Study of the Educational System of the Commonwealth Caribbean and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
249p. 3mf. L2 ED 249 886

The Netherlands: A Study of the Educational System of the Netherlands and a Guide to the Academic Placement of Students in Educational Institutions of the United States.
206p. 3mf. L2 ED 249 893

United Kingdom: Medical Laboratory Science, Occupational Therapy, Physiotherapy. A Study of These Programs and a Guide to the Academic Placement of Students from These Programs in Educational Institutions of the United States.
195p. 3mf. L2 ED 249 903

American Association of School Administrators, Arlington, Va.

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.
27p. 1mf. L1 ED 249 723

High Tech for Schools: Problems and Solutions. AASA Critical Issues Report.
98p. 2mf. L1 ED 249 606

Preschool Special Education. Research & Resources on Special Education: Issue V.
24p. 1mf. L1 ED 249 725

Program Evaluation for Effective Special Education. Research & Resources on Special Education: Issue IV.
23p. 1mf. L1 ED 249 724

Related Services for Handicapped Students: Legal Considerations. Research & Resources on Special Education: Issue II.
20p. 1mf. L1 ED 249 722

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.
19p. 1mf. L1 ED 249 726

American Association of Women in Community and Junior Colleges. Phoenix, AZ. Inst. for Leadership Development.

Staff Computer Literacy in the Community College: A Resource Inventory and Directory, 1984.
55p. 1mf. L1 ED 250 050

American Council for Drug Education, Rockville, MD.

School Answers Back: Responding to Student Drug Use.
158p. 2mf. L2 ED 249 450

American Council on Education, Washington, D.C. General Educational Development Testing Service.

What Should the GED Tests Measure?: Some Proposed Changes.
66p. 1mf. L1 ED 249 367

American Council on Education, Washington, DC. Div. of International Education.

International Education & the Federal Budget Cycle.
13p. 1mf. L1 ED 249 866

American Friends of the Middle East, Inc., Washington, D.C.

19p. 1mf. L1 ED 249 726

Council of Europe, Strasbourg (France).

Reform and Development of Tertiary Education in Europe. Recommendations.

104p. 2mf. L1 ED 249 831

Council of Ontario Universities, Toronto.

Accessibility to Ontario Universities.

119p. 2mf. L1 ED 249 876

Council on Library Resources, Inc., Washington, D.C.

Information Requirements of University Faculty. An Investigation into the Information Needs, Habits, and Attitudes of the Faculty of George Peabody College for Teachers of Vanderbilt University.

186p. 2mf. L1 ED 249 987

Council on Social Work Education, New York, N.Y.

Annotated Filmography of Selected Films with Lesbian/Gay Content.

32p. 1mf. L2 ED 250 230

Ethical Issues in Social Work. An Annotated Bibliography.

102p. 2mf. L2 ED 250 231

Summary Information on Master of Social Work Programs: 1984.

73p. 1mf. L2 ED 250 232

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

An Evaluative Overview of the Kendale Pilot Resource Program.

33p. 1mf. L1 ED 249 731

Evaluation of the Unified Compensation and Classification Plan.

40p. 1mf. L1 ED 249 600

Defenders of Wildlife, Washington, DC.

Habitat Is Where It's At. A Coloring Book about Wildlife Habitat.

24p. 1mf. L1 ED 250 193

Delaware Univ., Newark. Office of Computer-Based Instruction.

The Ninth Summative Report of the Office of Computer-Based Instruction.

287p. 3mf. L1 ED 249 865

Department of Defense, Washington, D.C.

Beyond Growth: The Next Stage in Language and Area Studies.

450p. 5mf. L1 ED 249 805

Department of Education and Science, London (England).

Science in Schools, Age 11: Report No. 2. Assessment of Performance Unit.

p. 61mf. L3 ED 250 185

Department of Education, Washington, DC.

"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.

17p. 1mf. L2 ED 249 924

Develop a Personal Philosophy Concerning Vocational Student Organizations. Second Edition. Module H-1 of Category H--Vocational Student Organization. Professional Teacher Education Module Series.

Selecting Computer Software for Limited English Speakers.

7p. 1mf. L1 ED 250 412

International Communication Agency, Washington, D.C.

Students Abroad: A Guide for Selecting a Foreign Education.

23p. 1mf. L1 ED 249 879

International Communications Agency, Washington, DC. Directorate for Educational and Cultural Affairs.

Australia: A Study of the Educational System of Australia and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

278p. 3mf. L2 ED 249 884

Colombia: A Study of the Educational System of Colombia and a Guide to the Academic Placement of Students from Colombia in Educational Institutions of the United States.

148p. 2mf. L2 ED 249 885

Greece: A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

136p. 2mf. L2 ED 249 888

Italy: A Study of the Educational System of Italy and a Guide to the Academic Placement of Students from Italy in Educational Institutions of the United States.

112p. 2mf. L2 ED 249 890

Mexico: A Study of the Educational System of Mexico and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

292p. 4mf. L2 ED 249 895

New Zealand: A Study of the Educational System of New Zealand and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

100p. 2mf. L2 ED 249 894

Peru: A Study of the Educational System of Peru and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

136p. 2mf. L2 ED 249 896

Republic of Indonesia: A Study of the Educational System of the Republic of Indonesia and a Guide to the Academic Placement of Students from the Republic of Indonesia in Educational Institutions of the United States.

129p. 2mf. L2 ED 249 889

Southern Africa: A Study of the Educational Systems of Botswana, Lesotho, South Africa, Southwest Africa/Namibia and Swaziland with an Addendum on Zimbabwe-Rhodesia: A Guide to the Academic Placement of Students in Educational Institutions of the United States.

268p. 3mf. L2 ED 249 897

Spain: A Study of the Educational System of Spain and Guide to the Academic Placement of Students from Spain in Educational Institutions of the United States.

18-19, 1984). Volume I.

64p. 1mf. L1 ED 250 305

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Atlanta, Georgia, October 15-16, 1984).

15p. 1mf. L1 ED 250 301

Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume III.

77p. 1mf. L1 ED 250 307

Testing Teachers for Certification and Recertification.

15p. 1mf. L1 ED 250 299

The Characteristics of Effective Teacher Preparation Programs: A Review of Research.

59p. 1mf. L1 ED 250 314

The Next Generation of Teacher Preparation Programs.

44p. 1mf. L1 ED 250 288

The Schools and Preservice Education: Expectations and Reasonable Solutions.

12p. 1mf. L1 ED 250 294

The Teacher Certification Struggle in New Jersey.

72p. 1mf. L1 ED 250 315

Toward a More Desirable Profession.

21p. 1mf. L1 ED 250 293

National Commission on Libraries and Information Science, Washington, D. C.

To Preserve the Sense of Earth from Space. A Report of the Panel on the Information Policy Implications of Archiving Satellite Data, regarding the Archiving Requirements of the Proposed Transfer to the Private Section of the U. S. Civil Space Remote-Sensing Satellite Systems.

63p. 1mf. L1 ED 250 173

White House Conference on Library and Information Services Follow-Up Inquiry. State/Territory Agency Responses.

40p. 1mf. L1 ED 249 998

National Committee for Prevention of Child Abuse, Chicago, Ill.

It Shouldn't Hurt to Be a Child.

17p. 1mf. L1 ED 250 106

National Conference of State Legislatures, Washington, D.C.

Financing Free and Appropriate Public Education for Handicapped Students. Research & Resources on Special Education: Issue III.

27p. 1mf. L1 ED 249 723

Preschool Special Education. Research & Resources on Special Education: Issue V.

24p. 1mf. L1 ED 249 725

Program Evaluation for Effective Special Education. Research & Resources on Special Education: Issue IV.

23p. 1mf. L1 ED 249 724

Related Services for Handicapped Students: Legal Considerations.

Behaviorally Disordered Students. National Needs Analysis in Behavior Disorders.
119p. 2mf. L1 ED 249 668

Reflections on Deviance in 1984: Selected Papers from the 1984 Midwest Symposium in Behavior Disorders. National Needs Analysis in Behavior Disorders.
70p. 1mf. L1 ED 249 671

Office of Vocational and Adult Education (ED), Washington, DC.

Interchange. Program Improvement Products Identified through Networking.
57p. 1mf. L1 ED 249 395

Prototype Educational Delivery System Using Water Quality Monitoring as a Model.
55p. 1mf. L1 ED 249 351

Vocational Education Programs at Virginia State University: Successful Features.
43p. 1mf. L1 ED 249 352

Ohio State Dept. of Education, Columbus. Office of Equal Educational Opportunity.

Manual for Encouraging Parent-Community Involvement in Bilingual Education and English as a Second Language Programs.
44p. 1mf. L1 ED 250 420

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Develop a Personal Philosophy Concerning Vocational Student Organizations. Second Edition. Module H-1 of Category H--Vocational Student Organization. Professional Teacher Education Module Series.
33p. 1mf. L1 ED 249 373

Interchange. Program Improvement Products Identified through Networking.
57p. 1mf. L1 ED 249 395

Prototype Educational Delivery System Using Water Quality Monitoring as a Model.
55p. 1mf. L1 ED 249 351

Vocational Education Programs at Virginia State University: Successful Features.
43p. 1mf. L1 ED 249 352

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement XVIII.
216p. 3mf. L1 ED 250 179

Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.

Survey of Current Placement Practices and Eligibility Criteria for the Learning Disabled Child in Oklahoma.
64p. 1mf. L1 ED 249 734

The Peninsula Academies. Third Yearly Interim Report.
73p. 1mf. L1 ED 249 3[illegible]8

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

Follow-Up of Occupational Students Enrolled at Harper College, 1982-1983. Volume XIII, No. 4.
24p. 1mf. L1 ED 250 034

Student Characteristics as Compared to the Community Profile, Fall, 1983. Volume XIII, No. 2.
34p. 1mf. L1 ED 250 033

Wisconsin Center for Education Research, Madison.

School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .
194p. 3mf. L1 ED 250 196

School Mathematics: Options for the 1990s. Chairman's Report of a Conference (Madison, Wisconsin, December 5-8, 1983). Volume 1.
43p. 1mf. L1 ED 250 195

Wisconsin Improvement Program, Madison.

Guide to Integrating Language Arts.
52p. 1mf. L1 ED 249 512

Guide to Stimulating Student Writing.
39p. 1mf. L1 ED 249 516

Guide to Teaching Creative Writing: Fiction.
42p. 1mf. L1 ED 249 515

Wisconsin State Dept. of Public Instruction, Madison.

The History of Wisconsin's General State Aid Formula for Elementary and High School Districts. Bulletin No. 4324.
225p. 3mf. L1 ED 249 648

Wisconsin Univ., Madison. Dept. of Curriculum and Instruction.

Guide to Building Self-Esteem through Writing.
58p. 1mf. L1 ED 249 511

Guide to Easing Writing's Rigors: Having Fun with Language.
118p. 2mf. L1 ED 249 517

Guide to Teaching Research and Report Writing.
43p. 1mf. L1 ED 249 514

Guide to Teaching Self/Peer Editing.
35p. 1mf. L1 ED 249 513

Guide to Using the Computer in the Writing Process.
58p. 1mf. L1 ED 249 520

Wisconsin Univ., Madison. School of Education.

Guide to Expository Writing.
97p. 2mf. L1 ED 249 518

Guide to Integrating Language Arts.
52p. 1mf. L1 ED 249 512

Guide to Journal Writing.
59p. 1mf. L1 ED 249 519

Guide to Stimulating Student Writing.
39p. 1mf. L1 ED 249 516

Guide to Teaching Creative Writing: Fiction.

Jordan: A Study of the Educational System of Jordan and a Guide to the Academic Placement of Students from Jordan in Educational Institutions of the United States.
29p. 1mf. L2 ED 249 892

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
The Peninsula Academies. Second Yearly Interim Report.
60p. 1mf. L1 ED 249 357
The Peninsula Academies. Third Yearly Interim Report.
73p. 1mf. L1 ED 249 358

American Philosophical Society, Philadelphia, Pa.
Hualapai Reference Grammar.
599p. 7mf L1 ED 250 132

Arkansas State Dept. of Education, Little Rock. Div. of Federal Programs.
Arkansas Department of Education: 1983 Evaluation Report, Chapter 1, ECIA.
43p. 1mf. L1 ED 250 410

Asian Mass Communication Research and Information Centre, Singapore.
Reaching Out: The Role of Audio Cassette Communication in Rural Development. Occasional Paper 19.
66p. 1mf. L1 ED 249 943

Assembly on Literature for Adolescents, Athens, GA.
The ALAN Review. Fall 1984.
33p. 1mf. L1 ED 249 532

Association for Educational Communications and Technology, Washington, D.C.
Software Quality and Copyright: Issues in Computer-Assisted Instruction.
155p. 2mf. L2 ED 249 934
Standards for College and University Learning Resources Programs. AECT Task Force II.
116p. 2mf. L2 ED 249 935

Association for Supervision and Curriculum Development, Alexandria, Va.
Teachers, Their World, and Their Work. Implications for School Improvement.
155p. 2mf. L2 ED 250 285

Association of American Colleges, Washington, D.C.
Writing Programs.
21p. 1mf. L2 ED 249 850

Association of American Medical Colleges, Washington, D. C.
Report of the Workshop on the Effort Reporting Requirements of OMB Circular A-21.
59p. 1mf. L1 ED 249 860

Association of American Universities, Washington, D.C.
Beyond Growth: The Next Stage in Language and Area Studies.
450p. 5mf. L1 ED 249 805
Report of the Workshop on the Effort Reporting Requirements of OMB

33p. 1mf. L1 ED 249 373

Effects of Cooperative Learning on Mainstreamed Academically Handicapped Children. Final Report.
33p. 1mf. L1 ED 249 719

Evaluation of the Special Services for Disadvantaged Students (SSDS) Program: Final Report.
103p. 2mf. L1 ED 249 853

Heart Butte: A Blackfeet Indian Community = Moisskitsipahpiistaki Siksikaiitsitapi Ohkanopissini.
24p. 1mf. L1 ED 250 115

Manual for Encouraging Parent-Community Involvement in Bilingual Education and English as a Second Language Programs.
44p. 1mf. L1 ED 250 420

Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

Mother-Infant Engagements in Dyads with Handicapped and Nonhandicapped Infants: A Pilot Study.
24p. 1mf. L1 ED 249 701

Schooling and Language Minority Students: A Theoretical Framework.
227p. 3mf. L1 ED 249 773

Stories of Our Blackfeet Grandmothers. Blackfeet Culture Series.
33p. 1mf. L1 ED 250 114

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Coordinating Assistance in School Improvement Efforts: Issues to Consider.
13p. 1mf. L1 ED 249 658

Emulation and Replication as a Scenario for Successful School Improvement.
13p. 1mf. L1 ED 249 660

External Facilitators and Their Role in the Improvement of Practice. A Study of Dissemination Efforts Supporting School Improvement.
30p. 1mf. L1 ED 249 656

Department of Energy, Washington, D.C.

Energy and Economics for the Elementary Grades. Unit I (Grades K-6). Lessons and Activities for the Elementary Grades.
121p. 2mf. L1 ED 250 187

Energy and Economics for the Senior High Grades. Unit III. Lessons and Activities for the Senior High Grades.
170p. 2mf. L1 ED 250 188

Energy and Transportation Lessons for the Middle Grades.
103p. 2mf. L1 ED 250 190

Energy and Transportation Lessons for the Senior High Grades.
144p. 2mf. L1 ED 250 191

Energy and Transportation Lessons for the Elementary Grades.
178p. 2mf. L1 ED 250 189

Des Moines Public Schools, Iowa.

138p. 2mf. L2 ED 249 899

Switzerland: A Study of the Educational System of Switzerland and a Guide to the Academic Placement of Students from Switzerland in Educational Institutions of the United States.

145p. 2mf. L2 ED 249 901

Thailand: A Study of the Educational System of Thailand and a Guide to the Academic Placement of Students from Thailand in Educational Institutions of the United States.

131p. 2mf. L2 ED 249 902

The Commonwealth Caribbean: A Study of the Educational System of the Commonwealth Caribbean and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

249p. 3mf. L2 ED 249 886

The Netherlands: A Study of the Educational System of the Netherlands and a Guide to the Academic Placement of Students in Educational Institutions of the United States.

206p. 3mf. L2 ED 249 893

United Kingdom: Medical Laboratory Science, Occupational Therapy, Physiotherapy. A Study of These Programs and a Guide to the Academic Placement of Students from These Programs in Educational Institutions of the United States.

195p. 3mf. L2 ED 249 903

International Council of Associations for Science Education.

Integrated Science Education Worldwide. International Conference (Nijmegen, Netherlands, March 28-April 7, 1978).

129p. 2mf. L1 ED 250 181

International Council on Archives, Paris (France).

Scientific and Technological Information in Transactional Files in Government Records and Archives: A RAMP Study.

56p. 1mf. L2 ED 249 995

International Group for the Psychology of Mathematics Education.

Proceedings of the International Conference for the Psychology of Mathematics Education (4th, Berkeley, California, August 16-17, 1980).

436p. 5mf. L1 ED 250 186

International Labour Office, Geneva (Switzerland).

Higher Education and Manpower Planning: A Comparative Study of Planned and Market Economies.

136p. 2mf. L1 ED 249 871

International Reading Association, Newark, Del.

Computer Applications in Reading. Second Edition.

224p. 3mf. L1 ED 249 483

Self-Concept and Reading. Second Edition.

36p. 1mf. L1 ED 249 468

Jackson Community Coll., MI. Dahlem Environmental Education Center.

Bridging the Gap between the Natural and the Built Environments with Nature Center Programs.

8p. 1mf. L1 ED 250 153

Jefferson Coll., Hillsboro, Mo.

Research & Resources on Special Education: Issue II.
20p. 1mf. L1 ED 249 722

What Can Computer Technology Offer Special Education? Research & Resources: Special Education Information for Policymakers.
19p. 1mf. L1 ED 249 726

National Council for Accreditation of Teacher Education, Washington, D.C.

Regional and National Voluntary Accreditation. "The Place and Appropriate Future of National Accreditation."
21p. 1mf. L1 ED 250 309

National Council of Churches of Christ, New York, N.Y.

Critical Issues in Elementary and Secondary Education: A Discussion Guide for Christians.
43p. 1mf. L1 ED 249 572

National Council of La Raza, Washington, D.C.

Aspirations of Adolescent Hispanic Females for Marriage, Children, Education and Employment. Report No. 2: Young Hispanic Mothers Enrolled in School and/or Employed Interviewed in the 1979 National Longitudinal Survey.
103p. 2mf. L1 ED 250 437

We Mutually Pledge: Proceedings of the Third National Hispanic Leadership Conference (Washington, DC, April 15-17, 1984).
66p. 1mf. L1 ED 250 439

National Council of Teachers of English, Urbana, Ill.

Recommended English Language Arts Curriculum Guides, K-12, 1984.
36p. 1mf. L1 ED 249 504

The Sound of English: A Bibliography of Language Recordings.
82p. 1mf. L1 ED 249 508

National Council of Teachers of English, Urbana, Ill. Research Foundation.

Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 2: The Second Grade Data.
135p. 2mf. L1 ED 249 535

National Council of Teachers of Mathematics, Inc., Reston, Va.

School Mathematics: Options for the 1990s. Chairman's Report of a Conference (Madison, Wisconsin, December 5-8, 1983). Volume 1.
43p. 1mf. L1 ED 250 195

School Mathematics: Options for the 1990s. Proceedings of the Conference (Madison, Wisconsin, December 5-8, 1983). Volume 2 .
194p. 3mf. L1 ED 250 196

National Council on Community Services and Continuing Education.

Homesharing: A Project for the Community and the College. NCCSCE Working Paper Series.
12p. 1mf. L1 ED 250 022

National Council on Employment Policy, Washington, DC.

Investing in America's Future. A Policy Statement.
47p. 1mf. L1 ED 250 416

National Education Association, Washington, D.C.

On Lok Senior Health Services, San Francisco, CA.
Computerized Information Management in Long-Term Care: A Case Study. Technical Report No. 303.
29p. 1mf. L1 ED 249 442

Ontario Inst. for Studies in Education, Toronto.
Constructing Humane Computing Environments in Educational Institutions.
26p. 1mf. L1 ED 249 571

Ontario Ministry of Colleges and Universities, Toronto.
Accessibility to Ontario Universities.
119p. 2mf. L1 ED 249 876

Ontario Universities' Application Centre.
Accessibility to Ontario Universities.
119p. 2mf. L1 ED 249 876

Oregon School Study Council, Eugene.
The Creative Cost Management Strategies of Two School Districts.
54p. 1mf. L1 ED 249 663

Oregon State Dept. of Education, Salem. Office of Policy and Program Development.
Alternative Problem Solving in Mathematics, Grade 4-6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
302p. 4mf. L1 ED 250 214

Problem Solving in Mathematics, Grade 4. Lane County Mathematics Project. With Teacher's Commentary and Answers.
385p. 5mf. L2 ED 250 208

Problem Solving in Mathematics, Grade 5. Lane County Mathematics Project. With Teacher's Commentary and Answers.
263p. 3mf. L2 ED 250 209

Problem Solving in Mathematics, Grade 6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
242p. 3mf. L2 ED 250 210

Problem Solving in Mathematics, Grade 7. Lane County Mathematics Project. With Teacher's Commentary and Answers.
255p. 3mf. L2 ED 250 211

Problem Solving in Mathematics, Grade 8. Lane County Mathematics Project. With Teacher's Commentary and Answers.
258p. 3mf. L2 ED 250 212

Problem Solving in Mathematics, Grade 9. Lane County Mathematics Project. With Teacher's Commentary and Answers.
292p. 4mf. L2 ED 250 213

Problem Solving in Mathematics, In-Service Guide. Lane County Mathematics Project.
43p. 1mf. L2 ED 250 215

Oregon Univ., Eugene. Dept. of Psychology.
Framework for Relating Cognitive to Neural Systems. Cognitive Science Program, Technical Report No. 84-2.
44p. 1mf. L1 ED 250 349

ORI, Inc., Bethesda, Md. Information Systems Div.
Resources in Education (RIE). Volume 20, Number 3.

42p. 1mf. L1 ED 249 515

Wisconsin Univ., Madison, Univ. Extension.

Guide to Expository Writing.
97p. 2mf. L1 ED 249 518

Guide to Integrating Language Arts.
52p. 1mf. L1 ED 249 512

Guide to Journal Writing.
59p. 1mf. L1 ED 249 519

Guide to Stimulating Student Writing.
39p. 1mf. L1 ED 249 516

Guide to Teaching Creative Writing: Fiction.
42p. 1mf. L1 ED 249 515

Wisconsin Univ., Oshkosh.

Legal Implications of Competency Testing.
30p. 1mf. L1 ED 250 335

Women's Educational Equity Act Program (ED), Washington, DC.

Graduate Women's Career Salience, Aspirations, and Involvement.
144p. 2mf. L1 ED 249 833

Sex Equity in the Liberal Arts and Sciences: Policy Implementation via Gender-Balancing the Curriculum in Southern Institutions of Higher Education.
44p. 1mf. L1 ED 249 854

World Bank, Washington, D. C.

Population Growth and Economic and Social Development.
11p. 1mf. L1 ED 250 234

Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.

Parent Problem Solving: Analysis of Problem Solving in Parenthood Transition.
26p. 1mf. L1 ED 250 058

Young Adult Inst. & Workshop, Inc., New York, NY.

Issues in Human Rights: A Guide for Parents, Professionals, Policymakers and All Those Who Are Concerned about the Rights of Mentally Retarded and Developmentally Disabled People.
79p. 1mf. L1 ED 249 727

Circular A-21.
59p. 1mf. L1 ED 249 860

Association of California Community Coll. Administrators.
Securing Business and Industry Support for Community Colleges: A Follow-Up Study on the California Association of Community Colleges Commission on Vocational Education 1982 Statewide Vocational Education Study. ACCCA Management Report, 1984-5/1.
18p. 1mf. L1 ED 250 018

Association of Coll. and Research Libraries, Chicago, Ill.
Quantitative Criteria for Academic Research Libraries.
142p. 2mf. L2 ED 249 988

Association of College Unions-International, Bloomington, IN.
Look at the Future from the College Union and Activities Perspective.
6p. 1mf. L1 ED 249 840

Association of Governing Boards of Universities and Colleges, Washington, D.C.
Student Affairs Committee.
17p. 1mf. L2 ED 249 861

The Costs and Benefits of Openness: Sunshine Laws and Higher Education.
78p. 1mf. L2 ED 249 851

Association of Research Libraries, Washington, D.C. Office of Management Studies.
Duke University: William R. Perkins Library Collection Analysis Project. Final Report.
106p. 2mf. L2 ED 250 001

Public Services in Research Libraries. Preliminary Reports from the Public Services Research Projects: University of Arizona, Cornell University, University of Illinois, Michigan State University, New York University, Pennsylvania State University, and Texas A & M University.
73p. 1mf. L2 ED 249 991

Public Services in Research Libraries: A Self-Study. The Newberry Library.
54p. 1mf. L2 ED 250 006

Staff Performance Evaluation Program at the McGill University Libraries: A Program Description of a Goals-Based Performance Evaluation Process with Accompanying Supervisor's Manual.
48p. 1mf. L1 ED 249 986

Association of Universities and Colleges of Canada, Ottawa (Ontario).
Compendium of University Statistics, 1984 Edition = Compendium de statistique concernant les universites, edition 1984.
59p. 1mf. L2 ED 249 859

Athabasca Univ., Edmonton (Alberta).
Comparison between Paced Package and Home Study Courses with Respect to Completion Data. REDEAL Research Report #11. Project REDEAL. Research and Evaluation of Distance Education for the Adult Learner.

Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.

69p. 1mf. L1 ED 250 342

Detroit Public Schools, MI. Office of Instructional Improvement.

Report on the Results of the May, 1984 Survey of Northwestern High School Students and a Comparison of Survey Results for the Last Three Years.

87p. 1mf. L1 ED 250 400

District of Columbia Public Schools, Washington, D.C.

Secondary Student Progress Plan.

36p. 1mf. L1 ED 249 626

The Comprehensive Education Plan, SY 1984-85. Quality Teaching and Learning: A Blueprint for Continued Success.

623p. 7mf. L1 ED 249 604

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

An Evaluation of the Youth Awareness Program (YAP), School Year 1983-84.

42p. 1mf. L1 ED 250 415

Drexel Univ., Philadelphia, Pa. Dept. of Human Behavior and Development.

Cost-Benefit Analysis of SCILS for Early Childhood Training in Academic Achievement. Report 1977-78.

140p. 2mf. L1 ED 250 065

Duke Univ., Durham, N.C.

Duke University: William R. Perkins Library Collection Analysis Project. Final Report.

106p. 2mf. L2 ED 250 001

Eastman Kodak Co., Rochester, N.Y.

Standards for College and University Learning Resources Programs. AECT Task Force II.

116p. 2mf. L2 ED 249 935

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Citizenship and Social Studies. Released Exercises from the 1975-76 Assessment.

667p. 7mf. L1 ED 250 385

Educational Research Service, Arlington, Va.

Teachers and Principals: May 1984. ERS Educator Opinion Poll. Reporting the Opinions, Status, and Experiences of American Public School Educators.

p. 4mf. L3 ED 249 643

Educational Resources Information Center (ED/NIE), Washington, DC.

Resources in Education (RIE). Volume 20, Number 3.

p. mf. L2 ED 249 342

Educational Testing Service, Princeton, N.J.

Analysis of Score Change Patterns of Examinees Repeating the Graduate Record Examinations General Test.

Jefferson College Student Services: Annual Report for 1983-84.
77p. 1mf. L1 ED 250 017
Jersey City State Coll., N.J.
Factors Associated with the Academic Performance of Marginal Students in an Urban College Setting.
113p. 2mf. L1 ED 249 838
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Effects of Cooperative Learning on Mainstreamed Academically Handicapped Children. Final Report.
33p. 1mf. L1 ED 249 719
Homework Practices, Achievements, and Behaviors of Elementary School Students.
27p. 1mf. L1 ED 250 351
Joint Council on Economic Education, New York, N.Y.
Trade-offs: What the Research Is Saying.
27p. 1mf. L1 ED 249 968
Kalba Bowen Associates, Inc., Cambridge, MA.
Voter Information and Education Programs 2: Voter Education Programs in the Schools.
74p. 1mf. L1 ED 250 252
Kansas City School District, Mo.
Evaluation of the Chicago Mastery Learning Reading Program.
52p. 1mf. L1 ED 249 477
Kansas State Dept. of Education, Topeka.
Certifying Special Education Programs for Teacher Education. A Proposal to the Department of Education, State of Kansas, from the Department of Education and Home Economics, Washburn University.
82p. 1mf. L1 ED 249 677
Kansas State Office of the Governor, Topeka.
Toward Excellence in Education. Governor John Carlin's Commitment to Education in Kansas.
32p. 1mf. L1 ED 249 644
Kansas Univ., Lawrence.
The Qualitative Construction of Family Histories: The Problem of Multiple Realities and Causality in the Press for Independence.
16p. 1mf. L1 ED 249 678
Kellogg Foundation, Battle Creek, Mich.
Mainstreaming Continuing Professional Education: A Conceptual Approach and an Empirical Study.
79p. 1mf. L1 ED 249 882
Kentucky State Dept. of Education, Frankfort.
Agribusiness/Natural Resources Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
159p. 2mf. L1 ED 249 381
Business and Office Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
277p. 3mf. L1 ED 249 382
Communication and Media Exploration. Practical Arts. Instructor's

American Indian/Alaska Native Education: Quality in the Classroom.

90p. 1mf. L2 ED 250 137

Cooperation in the Classroom: Students and Teachers Together. Analysis and Action Series.

66p. 1mf. L2 ED 250 278

Perspectives on Effective Teaching and the Cooperative Classroom. Analysis and Action Series.

51p. 1mf. L2 ED 250 279

Questions Teachers Ask about Legal Aspects of Reporting Child Abuse and Neglect.

34p. 1mf. L2 ED 249 634

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Toward a More Desirable Profession.

21p. 1mf. L1 ED 250 293

National Endowment for the Humanities (NFAH), Washington, D.C.

Beyond Growth: The Next Stage in Language and Area Studies.

450p. 5mf. L1 ED 249 805

Comparative Analysis of College Freshmen by Major Field of Study: A Changing Profile.

89p. 1mf. L2 ED 249 824

Guide to Integrating Language Arts.

52p. 1mf. L1 ED 249 512

Guide to Stimulating Student Writing.

39p. 1mf. L1 ED 249 516

Guide to Teaching Creative Writing: Fiction.

42p. 1mf. L1 ED 249 515

Guide to Teaching Research and Report Writing.

43p. 1mf. L1 ED 249 514

Guide to Teaching Self/Peer Editing.

35p. 1mf. L1 ED 249 513

Hualapai Reference Grammar.

599p. 7mf. L1 ED 250 132

National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Youth-in-Action Program Implementation Manual. Revised Edition.

59p. 1mf. L2 ED 250 259

National Inst. for Testing and Evaluation, Jerusalem (Israel).

The Psychometric Entrance Examination of the Universities in Israel. Information Booklet, English Version.

67p. 1mf. L1 ED 250 343

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Consequences of the Transition into Junior High School on Social Comparison of Abilities and Achievement Motivation.

41p. 1mf. L1 ED 250 333

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.

22p. 1mf. L1 ED 250 197

p. mf. L2 ED 249 342

Peach Springs School District #8, AZ.

Hualapai Reference Grammar.
599p. 7mf. L1 ED 250 132

Pennsylvania State Dept. of Education, Harrisburg.

Turning the Tide. Attendance: Policies and Guidelines.
82p. 1mf. L1 ED 250 426

Turning the Tide. Discipline: Policies and Guidelines.
112p. 2mf. L1 ED 250 425

Pennsylvania State Univ., University Park.

Mainstreaming Continuing Professional Education: A Conceptual Approach and an Empirical Study.
79p. 1mf. L1 ED 249 882

Personality and Situation in the Prediction of Women's Career-Related Self-Efficacy Expectations and Life Satisfaction.
23p. 1mf. L1 ED 249 429

Pennsylvania State Univ., University Park. Cooperative Extension Service.

Homemaker Reaction to EFNEP/Food Stamp Pilot Nutrition Education Project. A 1983 Pennsylvania and Massachusetts Survey. Extension Studies 92.
42p. 1mf. L1 ED 249 363

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Decision Making in an Era of Fiscal Instability. Fastback 212.
42p. 1mf. L1 ED 249 631

Decision Making in Educational Settings. Fastback 211.
37p. 1mf. L1 ED 249 630

Education in Healthy Lifestyles: Curriculum Implications. Fastback 216.
48p. 1mf. L1 ED 250 277

Education Vouchers. Fastback 210.
44p. 1mf. L1 ED 249 629

Selling School Budgets in Hard Times. Fastback 215.
38p. 1mf. L1 ED 249 632

Teacher Career Stages: Implications for Staff Development. Fastback 214.
32p. 1mf. L1 ED 250 276

Phi Delta Kappa, Bloomington, Ind.

Handbook for Conducting Future Studies in Education.
50p. 1mf. L1 ED 249 646

Phi Delta Kappa, Toledo, OH.

Education in Healthy Lifestyles: Curriculum Implications. Fastback 216.
48p. 1mf. L1 ED 250 277

Pittsburgh Univ., Pa. Learning Research and Development Center.

An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program in a Large Urban School System.
59p. 1mf. L1 ED 249 739

Role Transitions in Small Groups.

13p. 1mf. L1 ED 249 347

Factors Effecting Learner Motivation in Distance Education: The Interaction between Learner Attributes and Learner Course Performance. REDEAL Research Report #9. Project REDEAL Research and Evaluation of Distance Education for the Adult Learner.

42p. 1mf. L1 ED 249 346

Project REDEAL. Final Report. REDEAL Technical Report #3.

120p. 2mf. L1 ED 249 348

Atlanta Univ. Center, Inc., GA.

Long-Term Activities for Minority Institutions in Science and Technology Lake Arrowhead Conference (June 4-8, 1984).

172p. 2mf. L1 ED 250 180

Australian Commonwealth Schools Commission, Canberra.

Participation and Equity in Australian Schools. The Goal of Full Secondary Education.

44p. 1mf. L1 ED 249 603

Australian Council for Educational Research, Hawthorn.

Sex Bias in ASAT? ACER Research Monograph No. 24.

164p. 2mf. L2 ED 250 373

Staying at High School in Victoria. ACER Research Monograph No. 23.

163p. 2mf. L2 ED 249 647

The Early Childhood Education of Aboriginal Australians: A Review of Six Action-Research Projects.

191p. 2mf. L2 ED 250 145

Australian Geographical Educational Research Association, Brisbane.

Research in Geographical Education--Volume 2. Papers Presented to the National Meeting of the Australian Geographical Research Association (2nd, Sydney, Australia, December 4-6, 1982).

278p. 3mf. L1 ED 250 220

B'nai B'rith, New York, N.Y. Anti-Defamation League.

Church-State Separation: Recent Trends and Developments.

35p. 1mf. L1 ED 250 417

Bank Street Coll. of Education, New York, NY. Center for Children and Technology.

"I'm the Thinkist, You're the Typist": The Interaction of Technology and the Social Life of Classrooms. Technical Report No. 27.

17p. 1mf. L2 ED 249 924

Chameleon in the Classroom: Developing Roles for Computers. Symposium. Technical Report No. 22.

65p. 1mf. L2 ED 249 921

Children's Mental Models of Recursive Logo Programs. Technical Report No. 10.

13p. 1mf. L1 ED 249 929

Children's Planning Processes in a Chore-Scheduling Task. Technical Report No. 11.

44p. 1mf. L2 ED 249 920

Classroom Software for the Information Age. Technical Report No.

49p. 1mf. L1 ED 250 331

Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT.
24p. 1mf. L2 ED 250 360

Maximum Likelihood and Bayesian Parameter Estimation in Item Response Theory.
23p. 1mf. L1 ED 250 365

Profile of Preparation in English: Phase II.
22p. 1mf. L2 ED 250 369

Recapturing the Lead in Math and Science. Focus 14.
29p. 1mf. L1 ED 250 146

Summary of Guildelines for Test Users.
140p. 2mf. L1 ED 250 318

The Assessment of Writing Ability: A Review of Research.
53p. 1mf. L1 ED 250 332

Encyclopaedia Britannica, Inc., Chicago, Ill.

Standards for College and University Learning Resources Programs. AECT Task Force II.
116p. 2mf. L2 ED 249 935

Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement XVIII.
216p. 3mf. L1 ED 250 179

Episcopal Awareness Center on Handicaps (E.A.C.H.), Inc., Burke, VA.

Special Needs of Persons with Handicaps: A Guidebook for Church Leaders.
21p. 1mf. L2 ED 249 685

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Current Topics in Early Childhood Education. Volume V.
p. 34mf. L3 ED 250 101

Current Topics in Early Childhood Education. Volume IV.
p. 42mf. L3 ED 250 100

More Talks with Teachers.
94p. 1mf. L1 ED 250 099

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Attitudes and Attitude Change in Special Education: Theory and Practice.
270p. 3mf. L1 ED 249 694

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Recommended English Language Arts Curriculum Guides, K-12, 1984.
36p. 1mf. L1 ED 249 504

Essex Univ., Colchester (England). Dept. of Language and Linguistics.

Communication Problems of the Mentally Handicapped. Occasional Paper No. 28.
156p. 2mf. L1 ED 249 673

Extension Service (DOA), Washington, D.C.

Manual. Competency-Based Education.
151p. 2mf. L1 ED 249 388
Construction Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
102p. 2mf. L1 ED 249 386
Environmental Control Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
66p. 1mf. L1 ED 249 390
Health Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
344p. 4mf. L1 ED 249 375
Health Services: Clinical. Dietary Aide. Instructor's Manual. Competency-Based Education.
101p. 2mf. L1 ED 249 377
Health Services: Clinical. Medical Laboratory Aide Instructor's Manual. Competency-Based Education.
114p. 2mf. L1 ED 249 378
Health Services: Clinical. Pharmacy Aide. Instructor's Manual. Competency-Based Education.
82p. 1mf. L1 ED 249 376
Health Services: Clinical. Radiographic Aide. Instructor's Manual. Competency-Based Education.
70p. 1mf. L1 ED 249 380
Health Services: Clinical. Respiratory Therapy Aide. Instructor's Manual. Competency-Based Education.
123p. 2mf. L1 ED 249 379
Home Economics Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
539p. 6mf. L1 ED 249 391
Hospitality and Recreation Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
402p. 5mf. L1 ED 249 394
Industrial Communications Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
76p. 1mf. L1 ED 249 389
Manufacturing Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
139p. 2mf. L1 ED 249 387
Marine Science Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
52p. 1mf. L1 ED 249 384
Marketing and Distribution Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
422p. 5mf. L1 ED 249 393
Personal Service Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
83p. 1mf. L1 ED 249 385
Public Service Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.

Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

The Relationship of Family Environments to Parent Motivation Strategies and Children's Self-Consciousness in the Math Classroom.
28p. 1mf. L1 ED 250 157

TMR and EMR Children's Ability to Learn Counting Skills and Principles.
32p. 1mf. L1 ED 249 681

National Inst. of Education (ED), Washington, DC.

An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program in a Large Urban School System.
59p. 1mf. L1 ED 249 739

Artificial Intelligence and Expert Systems.
43p. 1mf. L1 ED 250 156

Attitudes and Attitude Change in Special Education: Theory and Practice.
270p. 3mf. L1 ED 249 694

Bar Graph-Using Operations and Response Time.
31p. 1mf. L1 ED 250 381

Children's Sense of Genre: A Study of Performance on Parallel Reading and Writing Tasks.
42p. 1mf. L1 ED 249 474

Clarifying the "A" in CAI for Learners of Different Abilities. Assessing the Cognitive consequences of Computer Environments for Learning (ACCCEL).
33p. 1mf. L1 ED 250 177

Collecting Data in High Schools: Methods and Madness. R&D Report No. 3183.
39p. 1mf. L1 ED 250 392

Communication: A Tool for School Improvement.
66p. 1mf. L1 ED 249 636

Communicative Competence Approaches to Language Proficiency Assessment: Research and Application. Multilingual Matters 9.
170p. 2mf. L1 ED 249 793

Community, Context, and Co-Curriculum: Situational Factors Influencing School Improvements in a Study of High Schools. R&D Report No. 3186.
25p. 1mf. L1 ED 250 393

Computers and Girls: Rethinking the Issues. Technical Report No. 24.
22p. 1mf. L2 ED 249 922

Concerns Expressed by Elementary School Teachers about the Implementation of the SCIS Curriculum.
29p. 1mf. L1 ED 250 163

Current Research on Effective Classroom Management.
16p. 1mf. L1 ED 249 586

Current Topics in Early Childhood Education. Volume IV.

18p. 1mf. L1 ED 249 439

Portland Public Schools, OR, Management Information Services.

High School Profiles, 1982-83.

88p. 1mf. L1 ED 250 321

Prince George's Community Coll., Largo, Md.

Preliminary Market Analysis and Institutional Assessment.

65p. 1mf. L1 ED 250 048

Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.

Using Media Resources to Explore Drug Use in Society: A Special 5th Grade Drug Education Lesson That Makes Use of Library Media Resources.

73p. 1mf. L1 ED 249 431

Queensland Dept. of Education, Brisbane (Australia).

Evaluation of ABC Early Education Broadcasts: Preschool Correspondence Survey.

73p. 1mf. L1 ED 250 072

Reading Area Community Coll., Pa.

Notes to Teachers of Basic Writing: An Instructor's Guidebook.

42p. 1mf. L1 ED 250 035

Research for Better Schools, Inc., Philadelphia, Pa.

The School Assessment Survey: A Data-Based Tool for School Improvement.

12p. 1mf. L1 ED 250 401

Research Inst. for Educational Problems, Cambridge, Mass.

Sex Differences in Teachers' Assessments of Their Students' Social Competence.

23p. 1mf. L1 ED 250 102

Research Libraries Group, Inc., Stanford, CA.

Processing and Data Distribution within the Research Libraries Information Network.

276p. 3mf. L1 ED 249 993

Resources for the Future, Inc., Washington, D.C.

Measuring the Benefits of Clean Air and Water.

165p. 2mf. L2 ED 250 207

Rockefeller Foundation, New York, N.Y.

Review of Interventions in the Field of Prevention of Adolescent Pregnancy. Preliminary Report.

55p. 1mf. L1 ED 250 409

Roper Organization, Inc., New York, N.Y.

Study of the Image of TIAA-CREF among Active Members.

65p. 1mf. L1 ED 249 877

Rough Rock Demonstration School, AZ. Navajo Curriculum Center.

Contemporary Navajo Affairs: Navajo History Volume III, Part B.

304p. 4mf. L1 ED 250 144

Dinetah: Navajo History. Volume II.

187p. 2mf. L1 ED 250 143

Saanich School District #63, Saanichton (British Columbia).

Native Indian Language Education to the Victoria--Saanich Region:

23.
12p. 1mf. L1 ED 249 933

Computers and Girls: Rethinking the Issues. Technical Report No. 24.
22p. 1mf. L2 ED 249 922

Educational Software Tools: Designing a Text Editor for Children. Technical Report No. 8.
12p. 1mf. L1 ED 249 928

Information Management Tools for Classrooms: Exploring Database Management Systems. Technical Report No. 28.
33p. 1mf. L2 ED 249 925

Logo Programming and the Development of Planning Skills. Technical Report No. 16.
56p. 1mf. L1 ED 249 930

On the Cognitive Effects of Learning Computer Programming: A Critical Look. Technical Report No. 9.
48p. 1mf. L2 ED 249 919

On the Cognitive Prerequisites of Learning Computer Programming. Technical Report No. 18.
94p. 1mf. L1 ED 249 931

Prospects and Challenges for Using Microcomputers in School. Technical Report No. 7.
23p. 1mf. L1 ED 249 927

Structured Interviews on Children's Conceptions of Computers. Technical Report No. 19.
41p. 1mf. L1 ED 249 932

The Flexible Use of Computers in Classrooms. Technical Report No. 6.
11p. 1mf. L1 ED 249 926

The Microcomputer as a Medium for Young Children. Technical Report No. 26.
16p. 1mf. L2 ED 249 923

Bernard Van Leer Foundation, The Hague (Netherlands).

Cost-Benefit Analysis of SCILS for Early Childhood Training in Academic Achievement. Report 1977-78.
140p. 2mf. L1 ED 250 065

Roots and Wings. Volumes I and II. Parent-to-Parent Dissemination, Phases I and II.
515p. 6mf. L2 ED 250 064

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

Botswana and Swaziland Univ., Gaborone. University College.

Popular Theatre and Participatory Research. Bosele Tshwaraganang Publications No. 12.
31p. 1mf. L1 ED 250 223

Bowling Green State Univ., Ohio.

Facilitator's Manual: Summer Transitions. Fifth Edition.

Homemaker Reaction to EFNEP/Food Stamp Pilot Nutrition Education Project. A 1983 Pennsylvania and Massachusetts Survey. Extension Studies 92.
42p. 1mf. L1 ED 249 363

EXXON Education Foundation, New York, N.Y.

"On the Level". Formative Evaluation: Alone vs. Lonely. Research Report 74.
47p. 1mf. L1 ED 249 961

"On the Level". Formative Evaluation: Career Aspirations. Research Report 75.
49p. 1mf. L1 ED 249 962

"On the Level". Formative Evaluation: Changing Family Relationships. Research Report 73.
39p. 1mf. L1 ED 249 960

"On the Level". Formative Evaluation: Coping With Stress. Research Report 72.
48p. 1mf. L1 ED 249 959

"On the Level". Formative Evaluation: Conflict/Feelings/Self-Concept. Research Report 71.
77p. 1mf. L1 ED 249 958

All That Glitters: Public School/Private Sector Interaction in Twenty-Three U.S. Cities.
46p. 1mf. L1 ED 249 605

Institutional Units and Campuses with Faculty Collective Bargaining Agents. Special Report #12: Update.
37p. 1mf. L2 ED 250 030

NAFSA Self-Study Guide: A Guide for the Self-Assessment of Programs and Services with International Educational Exchange at Postsecondary Institutions.
50p. 1mf. L2 ED 249 847

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume IV. A View of Viewers: Observations on the Response to and Classroom Use of "ThinkAbout."
123p. 2mf. L1 ED 249 952

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume III. Toward a Clear Picture of "ThinkAbout": An Account of Classroom Use.
181p. 2mf. L1 ED 249 951

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Televsision Series. Volume I. Technical Report.
241p. 3mf. L1 ED 249 949

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Executive Summary.
23p. 1mf. L1 ED 249 948

Research on the Introduction, Use, and Impact of the "ThinkAbout" Instructional Television Series. Volume V. Appendices to Technical Report.
257p. 3mf. L1 ED 249 953

Research on the Introduction, Use, and Impact of "ThinkAbout"

344p. 4mf. L1 ED 249 392

Retailing. Instructor's Guide Sheets and Instructor's Package. Modules R 1-45. Competency-Based Education.
853p. 9mf. L1 ED 249 374

Transportation Exploration. Practical Arts. Instructor's Manual. Competency-Based Education.
107p. 2mf. L1 ED 249 383

Kenya Inst. of Education, Nairobi.

Evaluation of Mathematics Curriculum in Primary Teacher Training Institute in Somalia. African Studies in Curriculum Development & Evaluation.
66p. 1mf. L1 ED 250 168

Evaluation of Primary English Books I and II for Tanzania. African Studies in Curriculum Development & Evaluation, No. 124.
45p. 1mf. L2 ED 249 501

Evaluation of the Literacy Programme, Machakos District. African Studies in Curriculum Development & Evaluation No. 91.
102p. 2mf. L2 ED 249 464

Handwriting Manual for Primary Teachers in Somalia. African Studies in Curriculum Development & Evaluation No. 61.
61p. 1mf. L1 ED 249 486

Investigation of Problems of Implementing Curriculum in Primary Schools in Somalia. African Studies in Curriculum Development & Evaluation.
34p. 1mf. L1 ED 250 167

Pre-School Education in Kisumu. African Studies in Curriculum Development and Evaluation No. 84.
89p. 1mf. L2 ED 250 083

Syllabus Outline on Child Care for Day Care Teachers at Family Life Teacher Training Centre in Somalia. African Studies in Curriculum Development and Evaluation No. 103.
63p. 1mf. L2 ED 250 082

The Relationship between Social Environment in the Home & Achievement in Science--Uganda. African Studies in Curriculum Development & Evaluation.
132p. 2mf. L1 ED 250 154

Korean National Commission for Unesco, Seoul.

Education for International Understanding. Report of Regional Seminar on the Development of Unesco Associated Schools Project in Asia and the Pacific (Seoul, Republic of Korea, October 27-31, 1981).
118p. 2mf. L1 ED 250 244

Lancaster Univ. (England). Inst. for English Language Education.

Dentist-Patient Communication. A Report to the General Dental Council.
277p. 3mf. L1 ED 249 763

Evaluating the Communicative Proficiency of Overseas Dentists. Annex to General Dental Council Report.
87p. 1mf. L1 ED 249 764

p. 42mf. L3 ED 250 100

Current Topics in Early Childhood Education. Volume V.
p. 34mf. L3 ED 250 101

Designing Text for Information Processing. Technical Report 86.
23p. 1mf. L1 ED 249 940

Development and Verification of Instructionally Sensitive Achievement Tests.
30p. 1mf. L1 ED 250 387

Effective Instructional Practices in Bilingual Education.
44p. 1mf. L1 ED 249 768

Effects of Preliminary Directions on Table- and Graph-Using Proficiencies of Upper Elementary Schoolers.
60p. 1mf. L1 ED 250 389

Equating Instructional Accomplishment Inventories and Standardized Achievement Tests.
30p. 1mf. L1 ED 250 391

Evolving Jobs and Nonteaching Professional Staff in Universities: An Alternative Perspective on Career Mobility Processes. Final Project Report.
97p. 2mf. L1 ED 249 819

Homework Practices, Achievements, and Behaviors of Elementary School Students.
27p. 1mf. L1 ED 250 351

Learning from Experience to Improve Outcomes in Reading: A Case Study. Research Series No. 149.
17p. 1mf. L1 ED 249 471

Life Science Instruction and Its Relationship to Scientific Literacy at the Intermediate Level.
29p. 1mf. L1 ED 250 148

Making Our Schools More Effective: Proceedings of Three State Conferences.
322p. 4mf. L1 ED 249 576

Metacognition Reconsidered: Implications for Intervention Research. Technical Report No. 328.
33p. 1mf. L1 ED 249 484

Mislabeled, but Not Misidentified. Final Progress Report, 7/1/80-6/30/81.
36p. 1mf. L1 ED 249 740

More Talks with Teachers.
94p. 1mf. L1 ED 250 099

Multi-Dimensional Approach for Assessing Implementation Success. R&D Report No. 3157.
32p. 1mf. L1 ED 250 328

National Educat[illegible]ctice File. Final Report. Evaluation Report.
430p. 5mf. L1 ED 250 015

On the Cognitive Effects of Learning Computer Programming: A Critical Look. Technical Report No. 9.
48p. 1mf. L2 ED 249 919

On the Cognitive Prerequisites of Learning Computer Programming.

An Evaluation Report.
192p. 2mf. L1 ED 250 341

Saint John's Univ., Jamaica, N.Y.

Graduate Financial Planning and Debt Management Brochure.
33p. 1mf. L1 ED 249 913

Institutional Financial Planning and Debt Management Manual.
55p. 1mf. L1 ED 249 910

Law School Financial Planning and Debt Management Brochure.
30p. 1mf. L1 ED 249 914

Undergraduate Financial Planning and Debt Management Brochure.
36p. 1mf. L1 ED 249 912

Saint Louis Community Coll. at Forest Park, Mo.

Self-Evaluation Report: The Associate Degree Nursing Program.
486p. 6mf. L1 ED 250 019

Salk Inst. for Biological Studies, San Diego, Calif.

The Acquisition of Task-Specific Word Formation Devices in American Sign Language.
9p. 1mf. L1 ED 249 783

San Diego City Schools, Calif. Evaluation Services Dept.

Evaluation Report of the Survey of the District English Language Program. No. 337.
147p. 2mf. L1 ED 250 325

Report of the Evaluation of the Race/Human Relations Program. Student and Staff Program and Long Range Goals. Baseline Year 1982-83. Evaluation Services Department Report No. 348.
502p. 6mf. L1 ED 250 326

Testing Results for Minority Isolated Schools. Evaluation Services Department Report No. 350.
323p. 4mf. L1 ED 250 329

San Mateo County Office of Education, Redwood City, CA.

National Education Practice File. Final Report. Evaluation Report.
430p. 5mf. L1 ED 250 015

San Ysidro School District, Calif.

Getting to Know You...All about You: Preschool Orientation Manual.
26p. 1mf. L1 ED 250 110

Learning How to Learn. Preschool Curriculum.
124p. 2mf. L1 ED 250 111

Preschool Staff Handbook.
53p. 1mf. L1 ED 250 112

Santa Cruz County Office of Education, CA.

Acupressure for Educators: An Illustrated Workbook for the Practice of Simple Acupressure Techniques. Experiencing Energy. Third Edition.
44p. 1mf. L1 ED 249 746

Scientific Manpower Commission, Washington, D.C.

The Science and Engineering Talent Pool. Proceedings of the Joint Meeting of the Scientific Manpower Commission and the Engineering Manpower Commission (Washington, District of Columbia, May 15, 1984).

162p. 2mf. L1 ED 249 862

Boys Town, Neb.

Abused Adolescents: How Schools and Educators Can Help.

17p. 1mf. L1 ED 249 684

British Columbia Dept. of Education, Victoria. Div. of Special Education.

Special Programs: A Manual of Policies, Procedures and Guidelines. Revised .

231p. 3mf. L1 ED 249 749

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

The Qualitative Construction of Family Histories: The Problem of Multiple Realities and Causality in the Press for Independence.

16p. 1mf. L1 ED 249 678

Bureau of the Census (DOC), Suitland, Md.

Condition of Hispanics in America Today. Presented at the Hearings of the Subcommittee on Census and Population, House Committee on Post Office and Civil Service.

57p. 1mf. L1 ED 250 422

Bureau of the Census (DOC), Suitland, Md. Population Div.

Demographic and Socioeconomic Aspects of Aging in the United States.

157p. 2mf. L2 ED 249 426

Households, Families, Marital Status, and Living Arrangements: March 1984 (Advance Report).

11p. 1mf. L1 ED 250 070

California Community Colleges, Sacramento. Office of the Chancellor.

Census Users Manual. Improving Community College Evaluation and Planning.

64p. 1mf. L1 ED 250 045

College Planning: Strategies for Assessing the Environment. Improving Community College Evaluation and Planning.

73p. 1mf. L1 ED 250 044

Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four.

70p. 1mf. L1 ED 250 039

Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine.

36p. 1mf. L1 ED 250 043

Final Summary of Legislation Affecting Community Colleges, 1983-84 Session.

35p. 1mf. L1 ED 250 031

Information System Support. Improving Community College Evaluation and Planning: Project Working Paper Number Eight.

27p. 1mf. L1 ED 250 040

Item Bank: Student and College Outcomes. Improving Community College Evaluation and Planning.

134p. 2mf. L1 ED 250 046

Learner Outcomes Handbook. Improving Community College Evaluation

Instructional Television Series. Volume II. "ThinkAbout": Teacher Use and Student Response in Three Classrooms.
193p. 3mf. L1 ED 249 950

Secondary Health Project: Concepts Review. Research Report 70.
60p. 1mf. L1 ED 249 957

Understanding Nuclear Weapons and Arms Control: A Guide to the Issues. New Edition.
113p. 2mf. L2 ED 250 216

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Life Science Instruction and Its Relationship to Scientific Literacy at the Intermediate Level.
29p. 1mf. L1 ED 250 148

Making Our Schools More Effective: Proceedings of Three State Conferences.
322p. 4mf. L1 ED 249 576

Federal Election Commission, Washington, DC. National Clearinghouse on Election Administration.

Voter Information and Education Programs 2: Voter Education Programs in the Schools.
74p. 1mf. L1 ED 250 252

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and Natural Resources Occupations Program. A Report of Research.
111p. 2mf. L1 ED 249 354

Assessment of Competencies Possessed by Students Enrolled in the Fundamentals of Agribusiness and Natural Resources Occupations Program. A Report of Research.
94p. 1mf. L1 ED 249 353

Competency Test Items for Applied Principles of Agribusiness and Natural Resources Occupations. Ornamental Horticulture Component. A Report of Research.
43p. 1mf. L1 ED 249 355

Ford Foundation, New York, N.Y.

Hispanics: Challenges and Opportunities. A Look at the Demographic, Economic, Social, and Political Situation of Hispanics in the United States Today, and at the Ford Foundation's Initiatives to Address the Needs and Impact of this Growing Population. Working Paper No. 435.
70p. 1mf. L2 ED 250 121

Institutional Units and Campuses with Faculty Collective Bargaining Agents. Special Report #12: Update.
37p. 1mf. L2 ED 250 030

President Signs Technical Amendments Bill for Chapters 1 and 2.
7p. 1mf. L1 ED 250 404

Recent Reports on Education: Some Implications for Preparing Teachers.
18p. 1mf. L1 ED 250 303

Lane Community Coll., Eugene, Oreg.
Staff Computer Literacy in the Community College: A Resource Inventory and Directory, 1984.
55p. 1mf. L1 ED 250 050

Lane County Education Service District, Eygene, Oreg.
Alternative Problem Solving in Mathematics, Grade 4-6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
302p. 4mf. L1 ED 250 214

Problem Solving in Mathematics, Grade 4. Lane County Mathematics Project. With Teacher's Commentary and Answers.
385p. 5mf. L2 ED 250 208

Problem Solving in Mathematics, Grade 5. Lane County Mathematics Project. With Teacher's Commentary and Answers.
263p. 3mf. L2 ED 250 209

Problem Solving in Mathematics, Grade 6. Lane County Mathematics Project. With Teacher's Commentary and Answers.
242p. 3mf. L2 ED 250 210

Problem Solving in Mathematics, Grade 7. Lane County Mathematics Project. With Teacher's Commentary and Answers.
255p. 3mf. L2 ED 250 211

Problem Solving in Mathematics, Grade 8. Lane County Mathematics Project. With Teacher's Commentary and Answers.
256p. 3mf. L2 ED 250 212

Problem Solving in Mathematics, Grade 9. Lane County Mathematics Project. With Teacher's Commentary and Answers.
292p. 4mf. L2 ED 250 213

Problem Solving in Mathematics, In-Service Guide. Lane County Mathematics Project.
43p. 1mf. L2 ED 250 215

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.
President Signs Technical Amendments Bill for Chapters 1 and 2.
7p. 1mf. L1 ED 250 404

League for Innovation in the Community Coll., Laguna Hills, CA.
Guidelines for the Development of Computerized Student Information Systems.
35p. 1mf. L2 ED 250 021

League for Innovation in the Community Coll., Los Angeles, Calif.
Staff Computer Literacy in the Community College: A Resource Inventory and Directory, 1984.
55p. 1mf L1 ED 250 050

Learning Nest, Inc., Washington, DC.
The First Annual Health Promotion in Day Care Conference (Washington, D.C., April 7, 1984). Conference Proceedings Report.
26p. 1mf. L1 ED 250 105

Library Council of New South Wales, Sydney (Australia).
Report on Library Services to Disabled Persons in New South Wales, 1983.
102p. 2mf. L1 ED 249 721

Library of Congress, Washington, D.C. Congressional Research Service.

Technical Report No. 18.

94p. 1mf. L1 ED 249 931

Policy Issues in Computer Education. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

44p. 1mf. L1 ED 250 175

Procedure for Estimating a Criterion-Referenced Standard to Identify Educationally Deprived Children for Title I Services. Final Report.

69p. 1mf. L1 ED 250 342

Recommended English Language Arts Curriculum Guides, K-12, 1984.

36p. 1mf. L1 ED 249 504

Remedial Reading and English Instruction for Junior High and High School Students: A Description of Common Practices in Teaching and Assessment.

80p. 1mf. L1 ED 249 470

Resources in Education (RIE). Volume 20, Number 3.

p. mf. L2 ED 249 342

Role Transitions in Small Groups.

18p. 1mf. L1 ED 249 439

Seven Ways to Improve Spelling Instruction.

14p. 1mf. L1 ED 249 509

Spider World: A Robot Language for Learning to Program. Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

29p. 1mf. L1 ED 250 178

Teaching Logic to Children: An Exploratory Study of "Rocky's Boots." Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL).

26p. 1mf. L1 ED 250 176

The Legacy of Rational Budgeting Models in Education and a Proposal for the Future. Project Report No. 83-A21.

75p. 1mf. L1 ED 249 621

The Planning and Teaching Intermediate Science Study: Final Report. Research Series No. 147.

43p. 1mf. L1 ED 250 161

The School Assessment Survey: A Data-Based Tool for School Improvement.

12p. 1mf. L1 ED 250 401

The Shape of Learning Opportunity in School Arithmetic and General Mathematics.

42p. 1mf. L1 ED 250 160

Unearthing Grounds: Some Studies of Metaphor Comprehension.

25p. 1mf. L1 ED 249 817

Writing a Writing Assessment: Saying What You Want to Say Isn't as Simple as It Seems.

54p. 1mf. L1 ED 249 507

National Inst. of Mental Health (DHEW), Bethesda, Md.

Recreation for the Mentally Retarded: A Handbook for Ward Personnel.

83p. 1mf. L2 ED 250 204

SED Network, Pinellas Park, FL.

Pasco/Pinellas Multiagency Network for Severely Emotionally Disturbed Students. Report to the State of Florida SED Advisory Board.
132p. 2mf. L1 ED 249 672

Shasta County Superintendent of Schools, Redding, Calif.

GATE: A Model Project for Implementing a Program for Gifted and Talented Education in Rural Schools.
129p. 2mf. L1 ED 250 117

The Turnstile: A Management System for Individualizing Instruction in Programs for Gifted and Talented.
31p. 1mf. L1 ED 250 118

Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.

The Journal of Suggestive-Accelerative Learning and Teaching, Volume 5, Number 2.
76p. 1mf. L1 ED 249 814

South Carolina Commission on Higher Education, Columbia.

The Costs of Higher Education to the Student and to the State at the Public Senior Colleges and Universities in South Carolina. A Study Submitted to the 1984 South Carolina General Assembly.
45p. 1mf. L1 ED 249 904

South Dakota State Div. of Elementary and Secondary Education, Pierre.

Guidelines for Education of the Gifted.
288p. 3mf. L1 ED 249 718

Southeast Florida Educational Consortium, Miami.

Inventory of International Education Activities at Southeast Florida Colleges and Universities.
86p. 1mf. L1 ED 249 827

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

Louisiana School Effectiveness Study: Phase Two, 1982-84.
293p. 4mf. L1 ED 250 362

Louisiana School Effectiveness Study: Phase Two, 1982-84. Executive Summary and Conclusions.
25p. 1mf. L1 ED 250 361

Southern Regional Education Board, Atlanta, Ga.

Fact Book on Higher Education in the South, 1983 and 1984.
92p. 1mf. L1 ED 249 852

Recreation for the Mentally Retarded: A Handbook for Ward Personnel.
214p. 3mf. L1 ED 249 729

Southwest Educational Development Lab., Austin, Tex.

Communication: A Tool for School Improvement.
66p. 1mf. L1 ED 249 636

The Growth of the Information Sector in Texas.
26p. 1mf. L1 ED 250 002

and Planning.
71p. 1mf. L1 ED 250 047

Measuring Community College Learner Outcomes: State-of-the-Art. Improving Community College Evaluation and Planning: Project Working Paper Number Ten.
91p. 1mf. L1 ED 250 041

Planning and Accreditation: A Survey of Attitudes of Policymakers. Improving Community College Evaluation and Planning: Project Working Papers Numbers Five, Six, and Seven.
32p. 1mf. L1 ED 250 042

Transfer Education: California Community Colleges.
110p. 2mf. L1 ED 250 025

California Polytechnic State Univ., San Luis Obispo. Library.

Test Information: A Selective Annotated Bibliography. Bibliography Series Fourteen.
25p. 1mf. L1 ED 250 377

California State Dept. of Education, Sacramento. Office of Special Education.

Identifying Effective Practices and Programs: A Guide Book.
94p. 1mf. L1 ED 249 615

California State Dept. of Education, Sacramento.

Catalog of Instructional Materials in English and Dictionaries, 1983-1985.
91p. 1mf. L2 ED 249 531

Youth-in-Action Program Implementation Manual. Revised Edition.
59p. 1mf. L2 ED 250 259

California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.

Basic Principles for the Education of Language-Minority Students: An Overview. 1982 Edition.
38p. 1mf. L2 ED 249 772

Schooling and Language Minority Students: A Theoretical Framework.
227p. 3mf. L1 ED 249 773

California State Dept. of Education, Sacramento. Planning, Evaluation, and Research Div.

Student Achievement in California Schools: 1982-83 Annual Report. California Assessment Program.
213p. 3mf. L2 ED 250 376

California State Postsecondary Education Commission, Sacramento.

Meeting the Costs of Attending College. A Staff Analysis of the Demographic Characteristics and Financial Circumstances of California Undergraduates. Commission Report 84-15.
104p. 2mf. L1 ED 249 875

Review of Statewide Long-Range Planning. Commission Report 84-17.
44p. 1mf. L1 ED 249 874

The Right to Education: Reaganism, Reaganomics, or Human Capital? Occasional Paper, 1983, No. 5.
95p. 1mf. L1 ED 250 403

Fordham Univ., Bronx, N.Y. Hispanic Research Center.

Barriers to Clinical Services among Chronically Mentally Ill Hispanics.
16p. 1mf. L1 ED 250 405

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Metropolitan French: Familiarization & Short-Term Training.
600p. 7mf. L1 ED 249 775

Spanish: Familiarization and Short-Term Training.
567p. 6mf. L1 ED 249 792

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Census Users Manual. Improving Community College Evaluation and Planning.
64p. 1mf. L1 ED 250 045

College Planning: Strategies for Assessing the Environment. Improving Community College Evaluation and Planning.
73p. 1mf. L1 ED 250 044

Corporate Tuition Aid Programs: A Directory of College Financial Aid for Employees at America's Largest Corporations.
329p. 4mf. L2 ED 249 911

Delineation of State Agency, Accreditation, and Institutional Responsibilities. Improving Community College Evaluation and Planning: Project Working Paper Number Four.
70p. 1mf. L1 ED 250 039

Evaluating Statewide Priorities. Improving Community College Evaluation and Planning: Project Working Paper Number Nine.
36p. 1mf. L1 ED 250 043

Information System Support. Improving Community College Evaluation and Planning: Project Working Paper Number Eight.
27p. 1mf. L1 ED 250 040

Item Bank: Student and College Outcomes. Improving Community College Evaluation and Planning.
134p. 2mf. L1 ED 250 046

Learner Outcomes Handbook. Improving Community College Evaluation and Planning.
71p. 1mf. L1 ED 250 047

Measuring Community College Learner Outcomes: State-of-the-Art. Improving Community College Evaluation and Planning: Project Working Paper Number Ten.
91p. 1mf. L1 ED 250 041

Planning and Accreditation: A Survey of Attitudes of Policymakers. Improving Community College Evuluation and Planning: Project Working Papers Numbers Five, Six, and Seven.
32p. 1mf. L1 ED 250 042

Summary and Analysis of Hearing on "Improving the Research Infrastructure at U.S. Universities and Colleges." Report to the Committee on Science and Technology, U.S. House of Representatives, Ninety Eighth Congress, Second Session.
22p. 1mf. L1 ED 250 206

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Mobility and Mobility Aids for Visually Handicapped Individuals. Bibliography, No. 84-1.
45p. 1mf. L1 ED 249 716

Littlejohn (Roy) Associates, Inc., Washington, D.C.

An Impact Evaluation of the Resource Access Projects, 1982-1983.
245p. 3mf. L1 ED 250 069

An Impact Evaluation of the Resource Access Projects, 1981-1982.
352p. 4mf. L1 ED 250 077

London Board of Education (Ontario). Educational Research Services.

Early Identification System: Four-Year Followup of the Kindergarten Class of 1978-79. Research Report 84-01.
13p. 1mf. L1 ED 250 086

Survey of Students' Attitudes towards Physical and Health Education in London Secondary Schools, June 1983. Research Report 83-08.
64p. 1mf. L1 ED 250 273

Louisiana State Dept. of Education, Baton Rouge. Bureau of Research.

Louisiana School Effectiveness Study: Phase Two, 1982-84. Executive Summary and Conclusions.
25p. 1mf. L1 ED 250 361

Louisiana School Effectiveness Study: Phase Two, 1982-84.
293p. 4mf. L1 ED 250 362

Macon Area Vocational-Technical School, GA.

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 4. Office Occupations.
101p. 2mf. L1 ED 249 408

Mae Conn and Associates. A Legal Secretary Position Simulation. Employer's Manual. Office Occupations.
138p. 2mf. L1 ED 249 403

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 1. Office Occupations.
35p. 1mf. L1 ED 249 405

Mae Conn and Associates. A Legal Secretary Position Simulation. Employee's Manual. Office Occupations.
52p. 1mf. L1 ED 249 404

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 2. Office Occupations.
25p. 1mf. L1 ED 249 406

Mae Conn and Associates. A Legal Secretary Position Simulation. Student Packet 3. Office Occupations.
19p. 1mf. L1 ED 249 407

214p. 3mf. L1 ED 249 729

National Inst. of Mental Health (DHHS), Rockville, MD.

Consequences of the Transition into Junior High School on Social Comparison of Abilities and Achievement Motivation.
41p. 1mf. L1 ED 250 333

Decision-Making in Junior High School Mathematics: Student-Classroom Discrepancy.
22p. 1mf. L1 ED 250 197

National Inst. of Mental Health (DHHS), Rockville, Md.

Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes. Working Paper No. 126.
53p. 1mf. L2 ED 250 080

Testing "Compatibility Testing."
13p. 1mf. L1 ED 249 417

National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

Barriers to Clinical Services among Chronically Mentally Ill Hispanics.
16p. 1mf. L1 ED 250 405

National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Demographic and Socioeconomic Aspects of Aging in the United States.
157p. 2mf. L2 ED 249 426

National Opinion Research Center, Chicago, Ill.

The Development of the Economics Values Inventory. Report to the Foundation for Teaching Economics.
75p. 1mf. L1 ED 250 243

National Organization on Legal Problems of Education, Topeka, Kans.

Legal Aspects of Pupil Transportation.
55p. 1mf. L2 ED 249 610

Preemployment Inquiries: Avoiding Pitfalls in the Hiring Process. Obtain the Person Best Qualified and Suited for a Particular Position in a Public School District without Invading Their Privacy. Avoid Charges of Discrimination and Bias in Hiring.
33p. 1mf. L2 ED 249 635

National Science Foundation, Washington, D.C.

Guide to Programs. Fiscal Year 1985.
91p. 1mf. L1 ED 250 149

Logo Activities in Elementary Geometry.
50p. 1mf. L1 ED 250 174

Long-Term Activities for Minority Institutions in Science and Technology Lake Arrowhead Conference (June 4-8, 1984).
172p. 2mf. L1 ED 250 180

Patterns and Implications of Child Support and Enforcement Practices for Children's Well-Being. Working Paper No. 128.
18p. 1mf. L2 ED 250 079

Role Transitions in Small Groups.
18p. 1mf. L1 ED 249 439

(Continued)

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Artificial Intelligence and Expert Systems.
43p. 1mf. L1 ED 250 156

Bar Graph-Using Operations and Response Time.
31p. 1mf. L1 ED 250 381

Designing Text for Information Processing. Technical Report 86.
23p. 1mf. L1 ED 249 940

Development and Verification of Instructionally Sensitive Achievement Tests.
30p. 1mf. L1 ED 250 387

Effects of Preliminary Directions on Table- and Graph-Using Proficiencies of Upper Elementary Schoolers.
60p. 1mf. L1 ED 250 389

Equating Instructional Accomplishment Inventories and Standardized Achievement Tests.
30p. 1mf. L1 ED 250 391

Pivotal Skills in Elementary Mathematics Instruction.
52p. 1mf. L1 ED 250 159

Remedial Reading and English Instruction for Junior High and High School Students: A Description of Common Practices in Teaching and Assessment.
80p. 1mf. L1 ED 249 470

Seven Ways to Improve Spelling Instruction.
14p. 1mf. L1 ED 249 509

The Shape of Learning Opportunity in School Arithmetic and General Mathematics.
42p. 1mf. L1 ED 250 160

What Students in the Intermediate Grades Don't Know about Fractions and What To Do about it.
7p. 1mf. L1 ED 250 158

Writing a Writing Assessment: Saying What You Want to Say Isn't as Simple as It Seems.
54p. 1mf. L1 ED 249 507

Southwest Texas State Univ., San Marcos.

Study of the Status of Tenure in the Nation's Public Two-Year Colleges.
9p. 1mf. L1 ED 250 029

Special Education Programs (ED/OSERS), Washington, DC.

Investigating the Problem of Skill Generalization. 2nd Edition.
65p. 1mf. L1 ED 249 737

Investigating the Problem of Skill Generalization: Literature Review I.
59p. 1mf. L1 ED 249 738

Learning Potential Assessment for Preschool Children. Final Report.
55p. 1mf. L1 ED 249 667

(Continued)